DOCUMENT RESUME

ED 197 425 EA 013 198

AUTHOR	Oinonen, Charlotte
TITLE	The Relationship Between School-Community Relations and Student-Achievement in Elementary and Secondary Schools. Parts 1 and 2.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	WRDCIS-TR-552
PUB DATE	Aug 80
GRANT	OB-NIE-G-80-0117
NOTE	670p.: Ph.D. Dissertation, University of Wisconsin. For related documents, see ED 165 311-312 and ED 180 120. Some tables and appendices may not reproduce clearly.
EDRS PRICE	MF03/PC27 Plus Postage.
DESCRIPTORS	*Academic Achievement; Bibliographies; Case Studies; Community Involvement; Conflict Resolution; Educational Research; Elementary Secondary Education; Individualized Instruction; Interviews; Literature Reviews; Models; Organizational Communication; Parent Attitudes; Parent Participation; *Parent School Relationship; Path Analysis; Questionnaires; Research Methodology; *School Community Relationship; Statistical Data; Tables (Data)

ABSTRACT

This study considered the relationships among five variables of school-community relations (access, communication, involvement, participation, and conflict resolution); measured the general relationship between parents' perceptions of school-community relations and their children's academic achievement; measured the contribution of each of the five variables to an overall measure of effective school-community relations; measured the relationship between a student's perception of school-community relations and achievement; and examined the general relationship among perceptions of parents and students about school-community relations and student academic achievement. A validated interview protocol was used to collect data from parents and students. Student data were measured through achievement test scores and academic grades for students in the fifth and eleventh grades in an elementary school and a high school in a small community. The variable that related most closely with student achievement was the variable of conflict resolution. The variable of communication predicted at least 50 percent of the variance of effective school-community relations for parents. Involvement appeared to be a more critical variable among secondary students than any other group. A proposed model and alternate models were developed to explain school-community relations. (Author/MLF)

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Technical Report No. 552　　Part 1 of 2 Parts

The Relationship Between School-Community Relations and Student Achievement in Elementary and Secondary Schools

by Charlotte Oinonen

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August 1980

Wisconsin Research and Development
Center for Individualized Schooling

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Technical Report No. 552

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS AND STUDENT ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCHOOLS

by
Charlotte Oinonen

Report from the Project on
Studies of Administration and Organization for Instruction

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The University of Wisconsin
Madison, Wisconsin

August 1980

NOV 7 1980

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Individualized Schooling. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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DEDICATION

To My Daughters

Amy and Molly

I saw a butterfly — there can be more to life.

You must want to fly so much that you are willing to give up being a caterpillar. What looks like you will die but what's really you will still live. Life is changed, not taken away. Isn't that different from those who die without ever becoming butterflies?

"We can fly!"

"We can become butterflies!"

As he heard his own message he realized how he had misread the instinct to get high. To get to the "top" he must fly, not climb.

Stripe looked at each caterpillar inebriated with joy that there could be a butterfly inside.

Trina Paulus

All men have the stars, but they are not the same things for different people. For some, who are travelers, the stars are guides. For others they are no more than little lights in the sky. For others, who are scholars, they are problems. For my businessman they are wealth. But all these stars are silent. You-you alone — will have the stars as no one else has them —

Antoine de Saint Exupery

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Abstract

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS AND STUDENT ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCHOOLS

Charlotte Oinonen

Under the Supervision of Professor B. Dean Bowles

This study was based on a series of studies conducted through the Home-School-Community Relations Project at the Wisconsin Research and Development Center for Individualized Schooling. This study proposed to accomplish the following tasks: (a) consider the relationships among five variables of school-community relations (access, communication, involvement, participation, and conflict resolution); (b) measure the general relationship between parents' perceptions of school-community relations and their children's academic achievement; (c) determine the contribution of each of the five variables to an overall measure of effective school-community relations; (d) determine the contribution each of the five variables of school-community relations makes toward measures of achievement; (e) measure the general relationship between a student's perception of school-community relations and achievement; (f) refine the Wisconsin project's model of school-community relations; and (g) examine the general relationship among perceptions of elementary and high school parents and students about school-community relations and student academic achievement.

The study was conducted in an elementary school and a high school of a small community which represented families of predominantly middle income status. A validated interview protocol, that contained

both open-ended and focused questions, was used to collect data from parents and students. Student data was measured through achievement test scores and academic grades for students in the fifth and eleventh grades. Three statistical procedures were used to perform the analysis of the data; Pearson product-moment correlations, step-wise multiple regression, and path analysis.

The important findings of the study can be briefly summarized in relationship to the process variables. First, the findings regarding the variables which relate to student achievement were mixed and inconclusive. However, the variable which related most closely with student achievement was the variable of resolution. Little or no relationship was found between effective school-community relations and student achievement. Second, resolution activity and behavior consisted principally of family-child-teacher-school-peer problems and not major policy or practice issues. Third, the variable of communication predicted at least 50 percent of the variance of effective school-community relations for parents of elementary and secondary students.

Fourth, involvement appeared to be a more critical variable among secondary students than any other group. Fifth, while the variables of involvement and participation accounted for virtually none of the variance of either effective school-community relations, achievement, support, or legitimacy, they also showed relatively little or no correlation with each other. They are relatively independent variables and operationally distinct concepts.

Therefore, it can be said that the manner in which parents view the school (effective school-community relations, support, or legitimacy) is largely a function of communication. Also, the school-community relations variables most influencing parental behavior are different from the variables influencing student behavior. A proposed model and alternate models have been developed to explain school-community relations in relationship to an identified public and a selected goal or outcome. While the importance of school-community relations at the building level has been well established in the completion of these three studies, research is needed to verify the models and further explore variable relationships based on the findings.

APPROVED BY B. Dean Bowles

DATE July 22, 1980

CHAPTER I

BACKGROUND AND RELATED LITERATURE

The purpose of this study is to explore and to verify the relationship between school-community relations and student achievement in elementary and secondary schools. Based upon a series of studies conducted through the Home-School-Community Relations Project begun in 1973 at the University of Wisconsin-Madison Research and Development Center for Individualized Schooling, this final study was conducted at a high school and an elementary school within the community of Small Town.*

More specifically, this study proposes to accomplish the following objectives: (a) to consider the relationships among the five variables developed through the Wisconsin project; (access, communication, involvement, participation, and resolution); (b) to measure the general relationship between parents' perceptions of school-community relations and their children's academic achievement; (c) to determine the contribution of each of the five variables (access, communication, involvement, participation, and resolution) to the total measure of school-community relations; (d) to determine the contribution that the four variables of communication, involvement, participation, and resolution made toward the fifth variable of access; (e) to determine what contribution each of the five variables of school-community relations makes toward measures of achievement, (f) to measure the general relationship between students' perceptions of school-community relations and students' academic achievement; (g) to measure the general relationship between the perceptions of elementary and high school parents and students about school-community relations and student academic achievement; and (h) to further refine the Wisconsin project's model of school-community relations.

---

*The name of the real community is disguised throughout the study; Small Town is the pseudonym.

This chapter includes two parts. The background of the study includes literature on school-community relations, student achievement, and the student. The related literature section includes a discussion of the five variables (communication, involvement, participation, resolution, and access), a discussion of Wisconsin's Home-School-Community Relations Project, achievement literature, and the significance of the study.

Since 1973 the School-Community Relations Project at the Wisconsin Research and Development Center for Individualized schooling has been involved in research related to the establishment of a supportive relationship among the school and community. During this time, an extensive and wide-ranging selection of articles and books have been reviewed and collected by project staff and especially by Ingram (1978) and Raskas (1979), where selections focused on the areas of the school-community relation's variables and achievement research and literature. The Ingram literature sections served as the basic background for the series of studies. The Raskas literature section updated and reorganized some of the first background material. Because of the short span of time between studies, and the identical nature of this study with the previous two studies, background and related literature sections of Chapter I are borrowed heavily from the Raskas study, along with the first thirty pages of Chapter II, where the design and conceptual framework are discussed. Any further sections borrowed from previous studies will be noted within the context of the following dissertation.

Background of the Study

The background of the study is found in the identification of the two primary variables, i.e., school-community relations, student academic achievement. Each of these two primary variables is introduced in this section. The section concludes with a short discussion on students and their relationship to the study.

School-Community Relations

Since the early days of the first public schools, the purposes of public education have included many tasks. Although the teaching of such basic skills as reading, writing, and arithmetic have always been a part of the school's program, the inclusion of programs of school-community relations has become increasingly common. While programs of school-community relations have existed in the past, the emphasis has changed from a simple attempt to tell a school's story to sophisticated efforts designed to increase the economic, political, and educational support received from the school community.

School-community relations can be seen as the sum total of the interactions that take place among the various subpublics belonging to a school community. These interactions include both the actual events and the resulting consequences; both of which affect the school-community's perceptions of the school. Similarly, the subpublics of a school-community encompass all who have a stake in the school, e.g., parents of school-age children, school staff members, students and former students, senior citizens living in the school attendance area, local business people, and many other individuals and groups. Often, the interactions may cover more than one issue and the subpublics may overlap in their membership.

The importance of school-community relations as the first of the three primary variables is found in two places. First, the focus of the public's attention on the schools has continued to increase in recent years with the problems of declining enrollments; bussing for purposes of racial integration; major shifts in occupation and employment patterns; and crys for a return to the basics, equal educational opportunity, and a balanced budget all coming to a head. Second, the development of the Wisconsin project on home-school-community relations can be clearly traced to an attempt to determine how the implementation of an educational innovation (Individually Guided Education or IGE) is tied to community typology and political considerations. Together, these two areas of intense concern--the critical issues surrounding the educational scene and a specific effort to effect change in the schools--cause the variable of effective school-community relations to be a key determinant in the study.

Student Achievement

Learning to read and write is perhaps the most common activity that takes place in all schools. Whether a school serves a rich or a poor area; is public, private, or parochial; and has ten or a thousand students; it must first concern itself with instruction in the basic skills.

The variable of student academic achievement presents both the simplest and the hardest problems of measurement in the study. While at first it may be a simple matter to determine whether a primary student can read or not, it becomes more difficult when specific criteria must be chosen. Here, two sources are used to obtain a measure: scores from standardized achievement tests and student grades from progress reports. Scores and grades are numbers and thus easy to handle; they also can be highly subjective and may still be open to serious question in terms of reliability and validity.

The variable of achievement represents the most personal of all the variables to parents as it symbolizes to them how well their child is doing as compared to other children. The importance of this variable can be seen in the emphasis placed upon reports of pupil progress (report cards) and parent-teacher conferences. Parents may ask many questions, yet two are utmost in their minds: (a) Is my child happy?

and (b) Is my child learning? Achievement begins to answer the latter of these two questions.

Selecting the variable of student achievement as the second primary variable for the study was determined to a large extent by a desire to learn how one aspect of a student's home environment, i.e., his or her relationship or the parent's relationship to the school, affects achievement in the basic skills. In addition, the development of a programmatic model for home-school-community relations based upon both research and practice afforded a singular framework to handle the first variable, thus allowing certain selected elements in the school-community relationship to be placed against certain components of achievement.

Community Support

In order to maintain a school, three conditions must be met: (a) students must be present and in need of schooling, (b) teachers must be located and be available, and (c) the backing of one or more groups must be attained. This backing for the school is represented by the variable of community support.

Community support for schools covers several dimensions. Economic resources provide the physical materials and professional personnel that are necessary for a school to even begin to operate. Political votes or power help the schools to remain open and obtain other necessary resources in addition to those acquired at the local level. Finally, community backing in general demonstrates the more intangible aspects of the symbolic underwriting of the school's efforts.

The variable of community support contains both subjective and objective components. The trust and acceptance of the school's aims and objectives elicits a highly personal response that can be affected by many diverse factors. A decision to demonstrate support through a contribution of economic resources, through at times a highly personal act, represents a somewhat more straight forward and impersonal decision.

The selection of community support for schools as the third primary variable was made due to three considerations. First, the current attempts throughout the country to reduce the tax burden would suggest that a need exists to critically look at how the contribution of economic resources is related to factors contained in the first two variables. Second, the focus of the previous studies (Ingram, 1978 and Raskas, 1979) has logically lead to the addition of this variable. Finally, an examination of community support on more than one dimension allows some preliminary conclusions to be established that will in turn lead to a greater understanding of how the backing of a community for its schools is both acquired and maintained over time.

Students and the High School

The issue of student rights at the high school level has made evident the importance of student impact on education. When looking at educational institutions and the impact of parental perceptions on student achievement and school-community relations, we must now also look to student perceptions. Their demands upon education in the late sixties has brought about some change. However, do their perceptions of the school and its school-community relations program yet have more effect on their academic achievement than their parents' perceptions? How much do students really affect their education? The following pages give us a background of the American high school, its recent changes, and the "state" of the student today.

The American high school has grown from an institution serving 10% of the adolescent population in 1900 to 90% of that age group today. Serving approximately 18 million students, the high school is essentially the same institution that came into being at the end of the 19th century. It has changed in some ways, becoming an "all-purpose, all-welcoming" agency for almost all of the country's adolescents. For students, high schools were not organized to serve their needs and interests, but the interests of other groups in society. Decision-making structures of schools gave them no legitimate power to exercise influence over their own education. Students' efforts to deal with these problems in the late sixties sent "shock waves through institutions of secondary education" (Gillespie, 1976).

> From coast to coast, educators and school boards alike were having their own bad dreams. They were still standing in the backwash of the high school disturbances of the late 1960's and trying to deal with the rising tide of court decisions that had brought the U.S. Constitution into the classrooms of the nation's public schools in reality as well as in instructional theory.

> They were, in effect, watching a dramatic change in the tenor and times of public education in the United States.
>
> As the Constitution came through the schoolhouse door, dress and grooming codes went out. So did many restrictions against what a student could say or what he could print in a school newspaper. Suspensions, transfers and expulsions were transformed from exercises in administrative fiat into procedures in due process.
>
> Schools, indeed, were changing, and many educators who traditionally and legally had acted "in loco parentis" - in place of the parent - in matters of student rights, or perhaps the lack of some, were worried.

The students of the sixties asked for new rights and a new "image" within the educational system which was still based on a previous student belief. Arthur W. Combs, Professor of Education at the University of Florida, writing in Educational Leadership, put it this way:

> The treatment of students, as second-rate citizens grows out of age-old assumptions about the nature of man and the growing organism. Somehow, our forefathers came to the conclusion that a child is not basically human. The Middle Ages Doctrine of Original Sin held that the human organism is conceived in evil and is, therefore, untrustworthy and unpredictable, bound to go bad if not held in tight control. Dependability, according to such a view, only comes with age, and human rights must be earned with good work. This conception of human nature is deeply rooted in our culture, widely held in religious dogma, and confirmed by distorted observation. It is even supported by 'science' in behavioristic, managerial approaches to psychological thought.

Now we are coming to doubt this concept of the nature of man. As Maslow and other humanistic psychologists have pointed out, the basic nature of man is not primarily negative but essentially positive as "each person is motivated from birth to death by a never ending search for self-fulfillment".

In its 1972 Special Report on students rights and responsibilities, Education U.S.A. quoted the Education Task Force of the White House Conference on Youth:

> America's democratic system is rooted in the belief that all citizens who are affected by the system should have a voice in deciding how the system should be set up. This concept of representative democracy has not been universally accepted in our nation's educational institutions, (but students) must be thought of as participants, not merely recipients, of the educational process.

The task force recommended that students at all levels have "a voice in the policy and governance of their educational system" and it urged all educational institutions, from junior high school through higher education, to adopt codes of student rights, responsibilities, and conduct.

Just before this, the Committee on Student Involvement of the 1971 Representative Assembly of the National Education Association was proclaiming:

> The idea that the student's right is the right to choose for himself only those things that adults would choose for him is being rejected as a basis of relationships between adults and young people. It has become evident that young people have contributions to make to the society and to the schools--in viewpoints, in ways of dealing with problems and in ideas--that adults cannot make and may not willingly accept.
>
> More than most institutions, schools influence the course of their clients' present and future lives. Students therefore have the right to substantial influence over the educational program including the goals they pursue, the topics they study, the learning materials and learning processes they use, and the criteria for evaluating accomplishment.

In the National School Public Relations Association Report (1976), it was found that student rights were duly recognized as official policy in 1976 in the majority of public schools and school districts across the country. Fashing and Deutsch found that recent reform in higher education came from the students rather than the faculty or administration. However current literature shows us also that both students' efforts and administrators' responses have caused little major change.

With the new interest in the student rights issue and with the vast amount of literature on student power within the educational system, the researchers of the Wisconsin Project felt a need to explore the perceptions and experiences of students in relation to school-community relations and its five variables (access, resolution, participation, communication and involvement).

Most literature and research deals with secondary student power, student rights, and involvement in decision-making structures. Often the terms involvement and participation are used interchangeably, and resolution, access, and communication are talked about in relation to the decision-making power, or political process.

There are several kinds of student involvement, each having its own implication for the power structure of the schools. The most potent form of participation would be voting power equal to that of faculty, administration, and community on decision-making groups dealing with significant issues: budget, staffing, curriculum, discipline, and grading. In most surveys, administrator's willingness to allow students' influence varies inversely with the importance of the issue.

Students are sometimes said to be involved in decision-making because they have some freedom in choosing courses and a program of study. But in this case students act as individuals only.

A widely recommended and practical means of participation is that of allowing students to sit on curriculum and governance bodies as purely advisory members. Voting membership is much less common, and student control of significant decision-making bodies that deal with important issues is virtually non-existent. These means of incorporated students into established political structure range in intent from sincere attempts to give students a channel to influence to "outright tokenism".

Wyant (1973) makes the following observation:

> There is a wide variation in students' opinions and preferences; students can be radical, liberal, mug wump, or conservative. While the small minority who identify themselves as political radicals would probably demand that students gain a great deal of power, there seems to be a large percentage of students who would be satisfied if school personnel simply got off their backs. Several surveys have shown that many student protests and strikes arise out of minor but immediate issues, such as dress codes, hair length, cafeteria food, and so on.
>
> If students view high school only as something that must be endured but not as a potentially significant institution in their lives, it may be that they will be satisfied simply to arrange for a more tolerable passage through it.

Wittes (1975) states another viewpoint:

> That many students consider their schools have failed them has been amply documented. Masses of young people in secondary schools now are forcing society to reconsider and reevaluate the educational system as they question the current mode of education, try to define their own modes, and attempt [illegible] exert some control over their own learning. As powerful adults deny students such control, this search for redefinition is developing into a movement for student power.

In the schools that Wittes' group studied, students were encouraged to exert more influence than is usual in traditional schools. How much influence students were able to exert depended on each school's governance structure: tone, quality, purpose, and extent of communication in youth-adult interactions and the extent to which students were organized as a group.

It was hoped that an open atmosphere would generate active student participation. However, most students did not spontaneously participate in school governance. Wittes felt that their socialization fostered dependence on adult authorities:

> As youngsters, they had been taught to trust and to be subservient to adult control. Further, on the basis of past experience they distrusted student councils and collaboration with teachers. Some students distrusted all forms of government. Finally, students were neither skilled in the political processes nor taught political skills. Thus, students usually needed a formal structure to engage their participation in decision-making and make it less threatening and frightening to be involved.

Besides the institutional and social hindrances to student participation in decision-making, student attitudes formed a barrier too. They distrusted government with adults or with students. Many students lacked communication, problem-solving, and political skills. Students' interest and involvement "waxed and waned" with specific issues. If the program really depended on their participation then students were involved. If their influence was limited and narrow, then they would participate only sporadically.

Judith Gillespie, in her paper on "The Political Pulse of American High Schools" talks about decision-making, leadership, participation and communication in a political text. She defines political decision-making as choices about who will get what. "If a student in a school club uses his or her personality to influence a decision about what activities the club will undertake, then the decision about an activity is an essentially political one. It affects the group in determining what it will do."

Another essential part of political activity is leadership. The degree of reciprocity in a leadership situation can influence the entire political structure. In a principal-dominated situation versus a situation in which all students in a group have an opportunity to participate, what leadership is present determines policy outcome and the way the rewards are distributed in a group.

Political participation and communication are essential activities in the political process. Gillespie feels that participation involves who does what, and that also affects the group. Whether or not some students agree to suppport a club activity and "give it their all" affects the success and the interaction of other group members.

Communication is defined as how messages are distributed in the school system. It is fundamental to the morale as well as the common knowledge shared by participants in a school community. A resource of ideas and information is distributed through communication channels. "How these communication channels are set up, and how actors in those channels pursue their activity will determine which ideas are generally known and which are kept to a relatively select few."

How students affect this study can be seen in several ways. School-community relations provides the processes through which parent and community demands are received by the school and through which an appropriate response is made. After the student rights movement and with more subsequent student power, school-community relations also providesthe processes through which student demands are received by the school and through which an appropriate response may or may not be made. Thus students are developing new perceptions of the school-community relations program which may be different from their parents. At the same time, schools are beginning to look at the students in relation to the five variables of school-community relations (access, involvement, resolution, participation, communication), the processes through which student demands are received and responded to.

Related Literature

The related literature upon which this study is based can be divided into two major areas: (a) general literature on school-community relations and (b) specific literature on school-community relations and student achievement. As the study is one in a series, the literature discussed below is drawn from a common base of writings and is intended to indicate the general pattern of existing literature and research.

School-Community Relations

Regardless of events that take place or the perceptions that are formed, school-community relations plays a part in every form of contact between the school and the community. In his definition of school-community relations, Saxe (1975) stated:

> Our meaning of community relations may be somewhat more inclusive than other meanings. Community relations will include all the interactions between any element of the school and any element of the community (p. 8).

Taking a more action-oriented approach to the definition of school-community relations, Kindred (1957) defined it as:

> A process of communication between the school and the community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school (p. 16).

Reeder (1953) emphasized the importance of a mutual agreement between school and community as to the role and function of the school.

The need to establish a two-way process between the school and the community was suggested by Moehlman's (1938) "social interpretation" which stressed the value of interpreting the school to the community and the community to the school. Kindred, Bagie, and Gallagher (1976) have taken the position that:

> Sound and constructive relationships between the school and the community are the outcomes of a dynamic process that combines the following ideas and practices:
>
> 1. A way of life expressed daily by staff members in their personal relations with colleagues, pupils, parents, and people in the community.

> 2. A planned and continuing series of activities for communicating with both internal and external publics concerning the purposes, needs, programs, and accomplishments of the school.
>
> 3. A planned and continuing series of activities for determining what citizens think of the schools and the aspirations they hold for the education of their children.
>
> 4. The active involvement of citizens in the decision-making process of the school so that essential improvements may be made in the educational program and adjustments brought about to meet the climate of social change.
>
> Perhaps another way of expressing the same concepts is to say that sound and constructive relations between the school and the community are achieved through a process of exchanging information, ideas, and viewpoints out of which common understandings are developed and decisions made concerning essential improvements in the educational program and adjustments to the climate of social change (p. 9).

Finally, Wrinkle and Gilchrist (1942) stated that the school is what opinion makes it; therefore, teachers individually or collectively must work to create public opinion.

The discussion that follows on school-community relations is divided among four categories of writings: (a) communication, (b) involvement, (c) participation, and (d) resolution. Each category is separated into literature and research. In addition, the description of the Wisconsin Home-School-Community Relations Project is included in this section of the study. (The literature that relates specifically to the definition and origins of the components of the programmatic model for home-school-community relations is found in the next chapter.)

Communication

Communication is perhaps the most common form of activity that takes place under the general heading of school-community relations. It is primarily concerned with the methods through which both the school and the community share information about each other on a daily, weekly, quarterly, or even yearly basis. Both the literature and research are reviewed.

Communication Literature

The literature on communication covers a fairly standard set of practices. A list of activities suggested by the American Association of School Administrators (AASA) (1950) included speeches, newspapers, letters, graphic and pictorial materials, student publications, reports, and exhibits. Wendorf (1963) has pointed out the importance of coffee hours where school staff members have an opportunity to talk informally with small groups of parents.

Many writers have stressed the need to use a positive approach as much as possible in both written and oral communication. The National School Public Relations Association (NSPRA) (1968) suggested that written communications be attractive, concise, interesting, and accurate. Since these messages are often the only contact teachers may have with some parents, they must be approached carefully and show the teacher's concern for each child. In oral communications, NSPRA (1970) discussed how teachers should speak softly and be enthusiastic, give both sides of a problem and be objective, listen in a sympathetic way, and make it possible for parents to understand what is being said. Also, teachers should make sure that what they say agrees with what might have been written on the report card.

Hymes (1953) suggested that when teachers visit the home, they focus on information that will aid them in planning to meet the needs of their students. When parents visit the school, they should receive information that will help them clarify educational issues that arise in the community. Both Dapper (1964) and Kelly (1968) stressed the importance of the school gaining accurate knowledge about the community.

Since parent-teacher conferences afford an excellent opportunity for effective communication, several writers have commented on this activity. Hunter (1967) suggested that conferences provide an opportunity for sharing information regarding a student's progress as well as any changes which must take place in the learner and what the home and school can do to accomplish those changes. Stevens and Bartky (1966) stressed the need for the teacher to promote a two-way conversation, create a feeling of friendliness and mutual concern, and utilize the art of listening for facts. Otto and Sanders (1964) concentrated on how the home and the school must supplement each other in their efforts to foster a wholesome school environment that helps to determine the child's total motivational setting.

Communication Research

Research on communication in school-community relations often centers on the preferences by citizens of one form of communication over another. Hicks (1967) studied the effects of mass media and home visits on parents' attitudes toward school. His results showed that the use of mass media was successful in creating a greater awareness of the school program and a positive attitude toward school; however, personal contact with teacher aides was found to be more effective than the use of mass media.

A survey conducted by Sloan (1973) as to the ways parents of elementary school children prefer to learn about school indicated the use of the school newsletter, parent-teacher conferences, the parent-teacher organization, remarks of their own children, and notes or phone calls from the teacher. Using parents of secondary school children, Marnix (1971) found that the content of the message determined the preferred form of media. When information on school activities or school staff support programs was transmitted, parents preferred school publications. When information on individual students was involved, parents preferred personally written messages.

The use of the conference as a communication device has also been investigated. Schiff (1963) discovered that students whose parents had been involved in conferences and a demonstration lesson had better school attendance, better study habits, fewer behavioral problems, and greater gains in reading than the students whose parents had fewer contacts with the school. In a study on reporting pupil progress through the use of a report card and a conference, Robitaille (1959) concluded that students whose parents had two conferences in addition to a report card had significantly fewer educational problems. Erickson

(1973) studied the use of the conference as an alternative to the report card and found that the conference method provided more information than the report card. In addition, teachers and parents saw the conference as essential for the child's educational growth and development.

In a summary of several studies of communication, Chaffee and Ward (1968) noted the difficulty of assessing the extent of public knowledge about the schools. While parents seemed to feel that they were generally well informed, they still shared a desire for more information.

Involvement

The subject of involvement is often confused with that of participation in both the general literature and in specific research reports. While some degree of overlap might be expected between these two subjects, a distinction will be made throughout the study. Involvement refers to the contribution by school community members of time, expertise, and energy to the school. Participation, as discussed in a subsequent section, is concerned with the part school community members play in decision-making. Both the literature and research on involvement as an offering of aid are reviewed.

Involvement Literature

The literature on involvement stresses the need to promote a better understanding of the school and what it is teaching, to encourage community support for the school, and to provide more individual help to students. Blandenship (1954) noted that citizen involvement was necessary for the local schools to function properly. Citizens and other interested persons should thus play advisory roles in areas of curriculum, budget, building, and policy.

Taking part in the life of the school as a volunteer is one of the most common forms of involvement. Many authors have discussed this role. Both Gue and Hudes (1969) and Kindred (1957) suggested that volunteers serve as resource people, preparing instructional materials according to their specialties. Specific roles for volunteers have also been covered by Murray (1974), Saxe (1975), and Weinstein (1972).

The involving of citizens as paraprofessionals was discussed by Holmes and Masse (1969). They suggested that such assistants serve as teacher aides, clerical aides, library aides, and in other capacities as needed. Osborne (1959) presented a program where citizens and parents shared their skills and experiences with school children. This sharing of a citizen's skills or time represents the major purpose of involvement.

Involvement Research

Lewis (1970), reporting on a project conducted in a New York City elementary school, showed how school staff members and parents together developed school goals and their relationships to each other. Progress was made toward reaching the goals as parents knew they were genuinely welcomed and appreciated at the school.

In a similar project conducted in Florida, Gordon (1969) presented a parent education plan where parents could aid the instructional program of the school at home and at school. A group of educators made a visit each week to the homes of 300 parents who had children ranging in age from three months to seven years in order to teach parents to teach their own children at home. After the first three years of the program, a positive attitude towards school was found in the parents, in the children directly involved in the program, and even in the older children in the families.

A study on the relationship between school openness and parental opinion was undertaken by Leis (1970). He found that a positive relationship existed between an open climate and parent opinion of the school. Baker (1973) conducted a study where 10 classes of students whose parents were regularly involved in school activities were compared to 10 classes where parent involvement was lacking. Significant differences in the attitudes of parents, teachers, and administrators were reported.

Both Cloward and Jones (1963) and Gerwick (1967) also studied parent attitudes. Cloward and Jones examined the relationship between parents' attitudes toward the importance of education and their involvement in school affairs. Parent involvement was found to be positively correlated with the importance parents placed on education. Gerwick studied the effect on parent attitudes when a parent involvement program was being instituted. While the program included letters to parents, parent observation of classroom instruction, and parent-teacher conferences, no significant change in the attitudes of parents was discovered.

Participation

The first two categories of writings on school-community relations discussed in this section have focussed on communication (the sharing of information among school subpublics) and involvement (the contribution by school community members of time, energy, or expertise to the school). Here, the literature and research on participation (the role played by parents and community members in the making of decisions that affect educational policies and practices) is reviewed.

Participation Literature

Perhaps the most traditional forum for citizen participation in educational decision-making is that of the Parent-Teacher Association/Organization (PTA/O). In recent years, many critics of the school have characterized the PTA/O as an ineffective organization in terms of the role it plays in decision-making. However, Jencks (1972) has suggested that parent participation in PTA/O activities may be positively linked to the development of effective school programs. Fitzwater (1954) proposed that parents should be active in the school's program by (1) helping to plan programs, (2) helping to initiate programs, and (3) helping to evaluate programs.

Gromacki (1966) stated that citizen participation is important because it is "advising the school administration as to community needs" (p. 10). Pellegrino (1973), in turn, viewed the importance of parent participation in educational decision-making as critical due to major criticism currently being lodged toward the schools. Gittell (1974) has added that charges of unresponsiveness often arise when school personnel do not actively seek the participation of citizens in educational decision-making.

In the development of a paradigm for parent, pupil, and staff participation in educational decision-making, Bartels and Karges (1976) focused on the problems of the individual student. They have identified a series of decision points where appropriate participation can take place. The importance of bringing in both the parent and the student into the decision-making process is emphasized in their work.

When citizen participation is discussed in the literature, the current emphasis is often on the citizen advisory committee. Blumenburg (1971) descrived community participation as sharing in the decision-making process and considered the role of the principal to be one of seeking advice from all segments of the school and the community. Gromacki (1966) suggested that the role of committees is to discuss problems and offer a reminder of the strictly advisory responsibilities of citizen committees. Cunningham (1970) stated that the participation of citizens in educational decision-making will help increase support for and confidence in the school. Many other writers have discussed the value of citizen participation in educational decision-making as an important factor in promoting a feeling of mutual support and sharing (Gittell, 1974; Holmes and Masse, 1969; Lane, 1948; Zimmerman, 1969).

Participation Research

Several early studies on citizen participation in educational decision-making were carried out in the 1930's. In a series of experiments, Lewin, Lippitt, and White (1939) attempted to determine the effects of citizen participation. They discovered that when an opportunity for maximum participation in decision-making was available, members of groups were more enthusiastic about their tasks.

Reporting on a project to identify the causes of the deterioration of public attitudes toward the schools, Hoke, Basile, and Whiting (1971) concluded that the more individuals participated in the planning stage of a goal, a greater chance of success in attaining the goal would be likely. This was shown in an increase in public support of a bond issue when citizen participation was encouraged in the plans for the bond campaign.

Safran (1974) reported the results of a national survey which showed that 14 states had requirements for parental participation in educational decisions. In a study on local school administration and community participation in educational policy decision-making, Havighurst (1968) concluded that the areas of budget, personnel, and curriculum were addressed toward the local community. Sloan (1973) studied the amount of participation desired by parents in selected school activities. Parents indicated that being informed was most important, followed by participation in decision-making. Parents were found to be interested in making decisions concerning dress codes, learning problems of their children, discipline procedures, new programs or changes, class size, and lunch programs.

Resolution

The final category of writings on school-community relations to be considered here is that of resolution. Resolution is concerned with the solving of problems and the reduction or resolution of actual or potential conflict. This conflict may occur over the allocation of resources, the selection of values, and the distribution of power; at times a very politically-oriented process. Again, both the literature and the research are reviewed.

Resolution Literature

The need to understand the school community in order to effect resolution is a common theme in the literature on resolution. Dykes (1963) suggested that it is the responsibility of school administrators to (a) identify both formal and informal community leaders, (b) educate the leaders about the needs of the schools, and (c) lead the community educationally with professional competence and dedication. Hughes (1967) has also recommended that educators and board members thoroughly understand the nature of power, the power structure of their community, and the effective methods of dealing with the power structure.

Carter (1975) viewed the role of the principal as an educational leader and stated that he or she must exert influence in order to be effective. The principal must attempt to create the necessary leadership so to achieve results in teamwork and group planning. Sestak and Frerich (1968) saw the principal as the harmonizer between the school and the community. However, this is still clearly seen by them to be a political role.

Turner (1970) has suggested two basic approaches to the gaining of political power for educational ends: (a) identification of political power holders and issues receiving top priority and (b) development of the largest solidarity group. Finally, Bowles and Fruth (1976) stated that in order for an educator to be effective, he or she must be able to analyze issues properly, communicate effectively, involve others appropriately, and utilize the best mode for resolution. Dependent on the requirements of the situation, the four modes of resolution are rational decision-making, persuasion, bargaining, and power-play techniques.

Resolution Research

Research on resolution is often first concerned with school bond campaigns and school board elections. Miskel, Meisner, and St. Clair (1971) compared communities in which bond issues had passed with those in which they had failed. They determined that the amount of interaction between board members and community members was significantly higher where the bond issues had passed and that there was a lower level of favorable sentiment toward the board members where the bond issues had failed. Harper (1965) examined the power structure as related to bond elections and concluded that power structures in a community can play a significant role in bond elections. The outcome of a bond election can be predicted by sampling members of the community power structure.

Kelly (1967) examined the California school board recall election as a mechanism for the resolution of community conflict. It was found that the recall campaign polarized the community and prolonged the conflict within the community. Minar (1966) identified the community characteristics that accompanied electorial conflict. A community with a higher level of education and occupations was found to have less conflict. The low conflict communities possessed higher levels of conflict management skills.

Konrad (1966) concluded that social status was a good indicator of a community's ability to manage conflict within a school system. No differences were discovered in the social status of school board members between conflict communities and nonconflict communities.

Finally, a case study conducted by Levin and Stein (1970) described an attempt to hold school-community forums during the 1968 New York teachers strike. The conclusion reached was that the forums channelled existing conflict toward the long-term benefits of the community.

Summary

The purpose of the literature review contained above has been to indicate the general writings, divided into literature and research, on school-community relations. The review was intended to provide an overview of the literature; further literature specific to the Wisconsin Home-School-Community Relations Project's research and programmatic model is considered at appropriate points in the study along with the writings on school-community relations and achievement.

This section has separated the school-community relations literature into four categories. Communication, the sharing of information, is concerned with the effectiveness of the medium used to transmit messages. Involvement, the contribution of time, energy, or expertise to the school, focuses on projects and activities. Participation, the part community members play in educational decision-making, considers both the concerns with regard to the individual student and the concerns that affect the local school or the school district as a whole. Resolution, the solving of problems and the resolving of conflict, centers on understanding a community and selecting an appropriate manner for settling differences.

Home-School-Community Relations Project

The Home-School-Community Relations Project is one component of a program designed to individualize instruction at the elementary school level known as Individually Guided Education (IGE). Developed at the Wisconsin Research and Development Center for Individualized

Schooling, IGE consists of seven components: (a) a multiunit organization, (b) instructional programming for the individual student, (c) evaluation for educational decision-making, (d) compatible curricular materials, (e) a system of facilitative environments, (f) a program of continuing research and development, and (g) home-school-community relations (Klausmeier, Rossmiller, & Saily, 1977; Lipham & Fruth, 1976). Since 1973, the Home-School-Community Relations Project has been conducting research and developing materials related to the status of relationships between IGE schools and their various subpublics.

Underlying Principles of Home-School-Community Relations

Based upon numerous studies, Bowles and Fruth have developed a set of ten assumptions that underlie a complete program of home-school-community relations. These assumptions or principles are:

1. Home-school-community relations involves much more than the effective use of media. Communications media are definitely a part of a successful program, but their use should not be the total program.

2. The benefits of any instructional or organizational change must be made visible and tangible to the various subpublics in the school community. Thus, members of school subpublics must be involved early in implementation efforts and answers to questions must be in concrete, specific, and understandable terms.

3. An effective program of home-school-community relations involves working very closely with parents. This includes parent volunteers, home-school visits, and parent participation in educational decision-making.

4. School staff members should use the educational resources available in the community. This action will both enhance

the instructional program and increase the staff's knowledge of the community.

5. Members of the school staff must expand their concept of community. Educational affairs should not be considered in isolation from community affairs and municipal issues.

6. Students are the most important subpublic in a school. They are a primary source of information for their parents, they affect the way that their parents and other adults respond, and the way they perceive their education now will influence their view of schools when they are adults.

7. The relationship between the home, school, and community should be continuous and ongoing. Crisis-management should be avoided as a program is easier to build and maintain during times of tranquility than in times of torment.

8. Home-school-community relations is not equivalent with an advisory committee. While community advisory committees, ad hoc parental committees, and study groups are good strategies, they are but one part of a complete program.

9. Many diverse subpublics are now showing an increased interest in the schools. Provision should be made to insure adequate communication, to increase their involvement in school activities, to provide for participation in educational decision-making, and to develop ways to resolve actual or potential conflict among them, the school, and the home.

10. Educators do not hold a monopoly on the expertise about educational philosophy, policy, and practices. School community subpublics are better informed, more knowledgeable, and more sophisticated than in the past (adapted from Bowles & Fruth, 1976, pp. 165-68; Fruth, Bowles, and Moser, 1977, pp. 260-63).

Taken together, these ten principles suggest that an effective program of home-school-community relations consists of more than just one or two isolated activities. Instead, a good program would emphasize three major points: (a) that face-to-face communication is more effective than paper communication, (b) that a program must be continuous and serve the needs of all subpublics, and (c) that all members of a school's community, including teachers, parents, children, senior citizens, and other nonparent adults, must be involved in the school-community relations program.

Political Context of Home-School-Community Relations

The objective of any effective home-school-community relations program is defined by Bowles and Fruth as the resolution of both actual or potential conflict among various school subpublics which may be associated with policy decisions or administrative practices which determine the (a) use of available, scarce resources, (b) value choices to be made regarding the educational program, and (c) the locus of power in the educational enterprise (Bowles and Fruth, 1976, pp. 168-69; Fruth, Bowles & Moser, 1977, pp. 263-64). As the terms resources, values, and power are central to this definition, specific examples follow:

> Resources. With the increasing concern on school budgets, the question of where scarce economic or material resources should be expended is a crucial one. For example, the hiring of new teachers versus paraprofessionals, the use of one science program over another, the attendance at a workshop, or the use of an in-service consultant all demonstrate areas in which the use of diminishing resources can raise potential points of conflict.
>
> Values. The increasing concern and involvement of both school staff and various subpublics in educational policy development cause value laden issues to be focused upon. Questions such as the mainstreaming of children with exceptional educational needs, the change in competitiveness or cooperation due to an educational innovation, practices of reporting pupil progress, or placement in a non-graded instructional unit are all affected by differing social values.

> Power. The change in the school's organizational structure due to an educational innovation like IGE may bring about corresponding alterations in the locus of power for the school. The concept of shared decision-making and its participants, the review of an instructional unit's decisions, or the issue of differentiated staffing being a management or union decision are all examples of decisions or practices which involve the place of power within the schools. The participation of school community members in the decision-making process also alters the balance of power within both an individual school and in the larger school community.

Clearly, a political approach to the topic of home-school-community relations is a valid consideration. Bowles and Fruth (1976) stated:

> One may logically conclude that an effective home-school-community relations program is good, practical politics. In this context, politics is not of the national, partisan variety, but of the type which determines the nature of the community in which people live, the sort of schools provided, and the kind of educational program conducted. Hence, all of the media, committee structures, community analysis techniques, modes of communication, and involvement activities are but means to accomplish the twin objectives of (1) the resolution of conflict, and (2) the allocation of resources, the choice of values, and the distribution of power (p. 169). (Emphasis mine.)

In order to further the development of an effective program of home-school-community relations, the Home-School-Community Relations Project staff proposed two models around which the project's research efforts would be organized: (a) a set of primary interaction patterns and (b) a programmatic model.

Primary Interaction Patterns. Utilizing the terminology of the IGE program, four critical primary interaction patterns were identified that were presumed to exist between an IGE school and the school community (see Figure 1-1) (Bowles & Fruth, 1976, p. 170, revised).

HOME-SCHOOL-COMMUNITY RELATIONS: PRIMARY INTERACTION PATTERNS

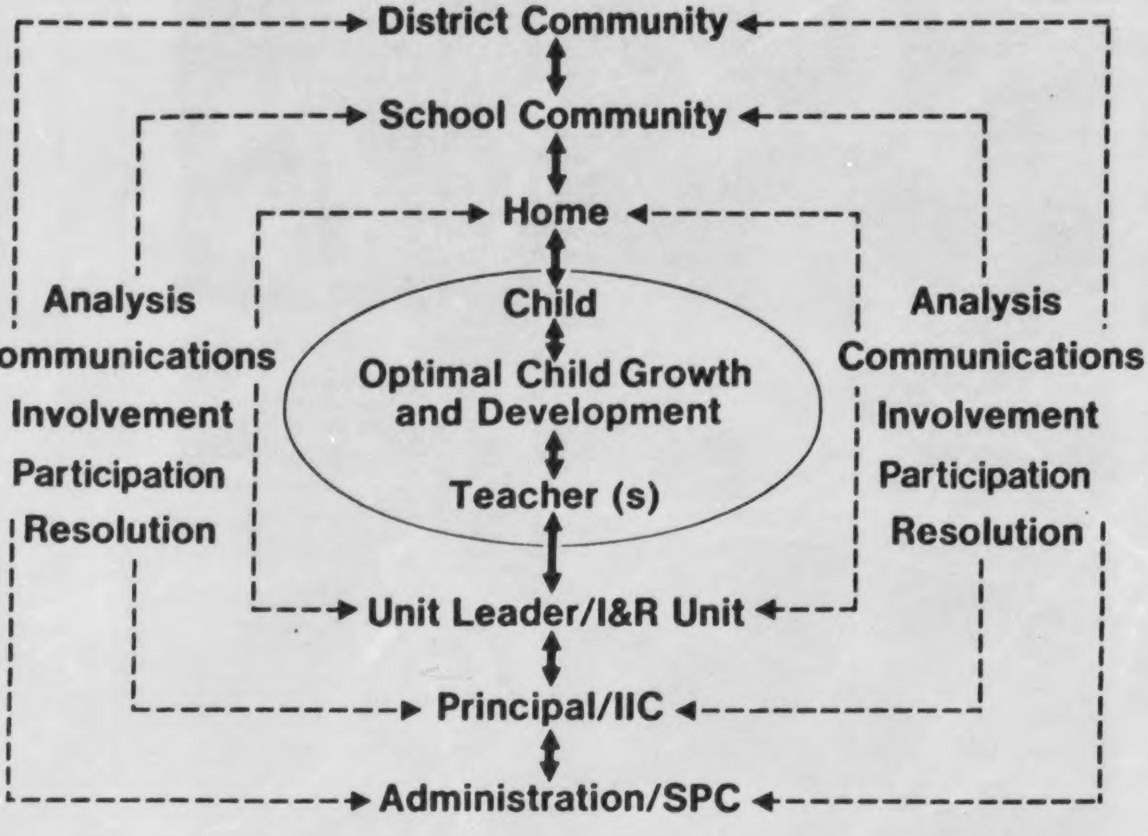

District Community
School Community
Home
Child
Optimal Child Growth and Development
Teacher (s)
Unit Leader/I&R Unit
Principal/IIC
Administration/SPC
Analysis
Communications
Involvement
Participation
Resolution
Analysis
Communications
Involvement
Participation
Resolution

Figure 1-1

These four patterns are between the (a) child and the teacher, (b) home and the unit leader/Instruction and Research (I & R) committee, (c) school community and principal/Instructional Improvement Committee (IIC), and (d) district community and administration/Systemwide Program Committee (SPC). As proposed, this interaction would take place through the processes of analysis, communication, involvement, participation, and resolution.

Programmatic Model. The programmatic model for home-school-community relations (see Figure 1-2) (Bartels, 1978, p. 18) was developed as a result of the project's research on home-school-community relations. The figure suggests that a home-school-community relations model is composed of three major components:

1. A planned program of activities with stated objectives, specifically assigned staff roles and responsibilities, and a framework for evaluation that would be organized based upon a systematic needs assessment.
2. A set of processes which are operationalized through the program of activities. These processes are analysis, communication, involvement, participation, and resolution.
3. A set of anticipated goals that may be attained based upon the program and processes. These goals are access, legitimacy, support, achievement, and child growth and development.

The individual elements of the model are each defined in the following chapter where the conceptual framework for the study is presented and the origins of each component of the model are traced from a selection of sources.

Using the primary interaction patterns and the programmatic

HOME - SCHOOL - COMMUNITY RELATIONS MODEL

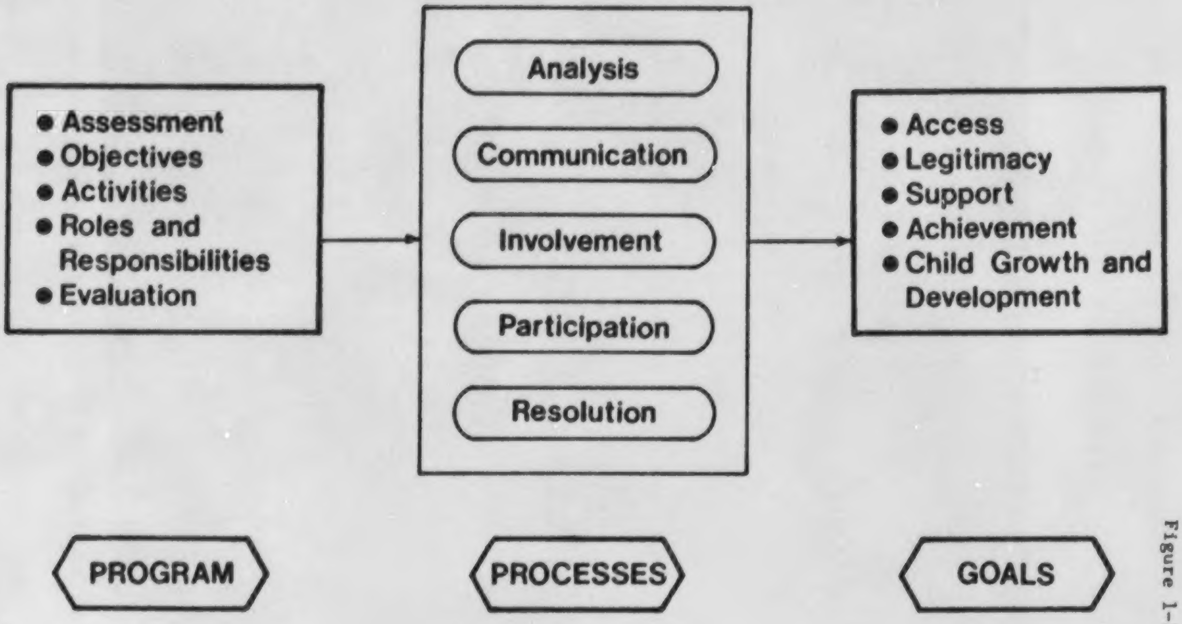

Assessment
Objectives
Activities
Roles and Responsibilities
Evaluation
Analysis
Communication
Involvement
Participation
Resolution
Access
Legitimacy
Support
Achievement
Child Growth and Development
PROGRAM
PROCESSES
GOALS

Figure 1-2

Developed by B. Dean Bowles, Marvin J. Fruth, Lois I. Bartels, M. Lynn Karges, and Hillel I. Raskas. Home-School-Community Relations Project, Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin, 1976.

model, the Wisconsin project has conducted several studies on home-school-community relations. They are reviewed in the following section and provide both further explanation of the project's orientation and part of the background for this study.

Research on Home-School-Community Relations

Based upon a review of over 300 items relating to home-school-community relations, Kim, Fruth, and Bowles (1976) prepared a bibliographical essay in an attempt to provide a conceptual framework for home-school-community relations, to develop a classification scheme for existing theory and practice, and to suggest further research. Three conceptual classifications were found as a result of their work: (a) home-school-community relations as an administrative function, (b) home-school-community relations as public participation, and (c) home-school-community relations as a political process. The administrative-functional approach stressed communication between the home and school or between the school and the community. The public-participatory approach assumed the cooperation and partnership of parents, citizens, and the community as a whole with school personnel for the improvement of education. The political configuration approach viewed the school system as a political subsystem of the community social system and concentrated on the interactive relationship between the school system and the community power structure.

In an effort to gain an understanding of how an educational innovation may be introduced into different communities, a series of seven case studies were conducted by Miles, Bowles, and Fruth (1976). These studies described the implementation history of different IGE elementary schools and their home-school-community relations programs. The seven sites were summarized in the casebook as follows:

1. Rural City. A small rural area that saw IGE as a way of upgrading instruction at the elementary level. Key elements in IGE implementation were close personal ties among administrators, staff members, and the community, and a high degree of trust shared among the school personnel, board of education members, and parents. Children served as the ambassadors of a good program to the parents.

2. Kennedy Elementary School. A middle-class school community which has numerous problems during the first year of implementation, though not directly related to the IGE model. The dedication of the staff and a set of parents committed to the IGE concept helped get the school through its difficult first year. Kennedy later developed into a truly exemplary IGE elementary school.

3. Metropolitan Elementary School. This is another story where the school faced serious problems during its first year of IGE implementation. There also the hard work of the staff and the principal helped carry the program to parents and insured a successful implementation.

4. Whitney Young Elementary School. In a school composed mainly of poor black students, IGE was the focus of a developmental effort to reconstruct the educational program. The startling educational gains of the students and the energetic programs and activities at the school helped smooth a successful implementation history.

5. Truman Elementary School. This school is in another predominantly black district that adopted IGE and the multi-unit school as developed by the Wisconsin Research and Development Center.

6. South Morris Elementary School. This is an example of a new school opening up with a new program in the wake of adverse publicity. The principal and staff won over the parents to the program only through effective two-way communication programs and activities.

7. Woodrow Wilson Elementary School. This story centers on demands from parents for more accountable school data. Instructional programming for the individual student and objective-based curriculum provided the basis for an accountable student profile (pp. xi-xii).

Although each case was different,the importance of effective home-school-community relations in terms of participation in decision-making, two-way communication, and making the IGE program's benefits tangible and visible were key factors leading towards the successful implementation of an educational innovation.

Focusing on the relationship between a Puerto Rican community in a large Midwestern city and the public elementary schools serving its children, Moser (1973) approached issue identification and conflict resolution using a political framework. The key issues centered on the bilingual/bicultural education program, the teacher-education program for bilingual/bicultural education, and the school system's policies that pertained to the Puerto Rican community. His major findings were that access to school decision-makers should be increased, conflict as an approach to change should be considered, and that a political perspective be used by the school system to perceive its relationship with communities such as the Puerto Rican community. This last recommendation suggested that politics may be a vital dimension for increasing the responsiveness of the school system.

Klenke (1975) examined how two components of the IGE program--the multi-unit school and the Instructional Programming Model (IPM)--were related to home-school-community relations during the implementation of IGE. Klenke found two general conclusions. First, successful implementation of these components was dependent on the extent to which their benefits were made visible and tangible. Second, actual or potential conflict was more likely to result from issues of differing educational values rather than from the allocation of scarce economic resources or the locus of power in the educational enterprise.

Using a variety of anthropological field methods, Miles (1975) collected data on the implementation of IGE at four elementary schools. His major findings were that studies of change often ignored the larger environment external to the institution; educators should be aware of the possibility of factionalism within their community; administrators should gain skills in and conduct community analysis; school-community relations programs and activities should be focused on the students; and key school-community influentials should be identified early and involved in the implementation of an educational innovation.

Krupa's (1976) study examined a number of home-school-community relations activities in IGE schools. Using a survey instrument, data were sought on staff roles and responsibilities, the objectives of activities, the focus of the interaction, and the perceived importance and effectiveness of selected activities. The assumption that IGE schools would automatically evolve alternative arrangements for home-school-community relations due to the IGE program's organizational arrangements was not supported. Principals were found to be primarily responsible for home-school-community relations with activities being centered on the processes of communication and involvement. Krupa concluded that the majority of schools conducted a series of loosely organized activities that related to home-school-community relations rather than using a planned programmatic approach.

Lake (1976) conducted an in-depth analysis of one school's home-school-community relations program. Interviews and questionnaires were used to examine programmatic and non-programmatic activities. The processes of communication, involvement, and to some extent resolution were seen as being through the activities while analysis was found to be less evident. The focus was on the interaction between the school and either the child or the home, with the interaction between school and home perceived as the most effective.

Liechty (1977) identified four empirical modes of participation and five types of educational participators using a questionnaire. The four modes were parochial, cooperative, electoral, and dynamic. The five types of participators included activists, parents, citizens, voters, and inactives. Activists (37%) and parents (24%) made up the largest groups and accounted for 81% of the total activity. He concluded that (a) future research should identify why people participate in educational activities on a selective basis and (b) future research should determine the affects of this selective participation on the formulation of educational policy.

Karges (1977) explored the implementation of the home-school-community relations model to determine whether the specified patterns and processes were viable. After conducting a needs assessment with staff and school community members, Karges used four approaches to change: (a) a school-wide focus on reporting pupil progress, (b) a graduate course on school-community relations, (c) the work of individuals on activities related to problems in school-community relations, and (d) direct implementation of activities through a project coordinator. The regular presence of a project coordinator raised staff awareness to school-community relations. An evaluation indicated that the implementation of a school-community relations model was a viable decision.

Bartels (1978) spent three months as a participant observer in an urban, inner-city elementary school. Her data suggested that the school principal was the critical actor in directing the home-school-community relations program. The attitudes and behaviors of the principal consisted of both supporting factors (an open-door policy, a petitioner of school district authorities, the initiation of structure and order for a chaotic situation) and constraining factors (limited participation for others, styles of communication and conflict resolution that created residual animosity). The reallocation of existing resources for the school was identified as a key need. A recommendation was made that teachers and administrators should acquire the proper skills and attitudes conducive to working with parents before facing an actual crisis.

Ingram (1978) examined the relationship between effective school-community relations and student academic achievement. Based upon a programmatic model for home-school-community relations, an interview protocol was constructed that focused on the five variables of communication, involvement, participation, and resolution. Communication explained 49 per cent of the variance accounted for of effective school-community relations. Resolution explained from 8 to 18 per cent of the variance accounted for of eight measures of student achievement. Path analysis suggested that resolution served as an intervening variable which mediated the effects of the remaining variables on the measures of student achievement. Ingram suggested that future studies should introduce socio-economic factors to vary the research sites and should add questions relating to the goals of home-school-community relations.

The Raskas study (1979), examined the relationship between effective school-community relations, community support for schools, and student academic achievement in two communities of different socio-economic character (a low to middle income rural market town and an upper-middle income suburban community). Drawn from the programmatic model for school-community relations, the process components provided the five independent variables (communication, involvement, participation, resolution, and access) and the goals component provided the variables of community support, student achievement, and legitimacy.

Of the five independent variables, three were found to be of importance. Communication best accounted for satisfaction with school-community relations and for legitimacy at the rural school. Involvement best accounted for satisfaction with school-community relations and for legitimacy at the suburban school. Involvement also served to distinguish between suburban school and the other schools. Resolution was found to slightly predict student achievement at the rural school. No relationship was found between support, legitimacy, or effective school-community relations and student achievement at either school. After further looking at his data, Raskas made the following conclusions: (a) a clear difference was indicated between parents' involvement in school activities and their participation in the decision-making process, (b) most issues identified for resolution were at the individual child-parent-teacher level, (c) alternative models to explain school-community relations were identified dependent upon a specific selected goal or outcome, and (d) the importance of conducting research at the local school site was indicated for the study of both school-community relations and the politics of education.

Ingram and Bartels (1979), in a report that grew out of a presentation by B. Dean Bowles at an Urban Education Conference in 1978, and Ingram's study suggested that local schools viewed themselves as political institutions concerned with the allocation of scarce resources, the choice of values, and the distribution of power. Within this framework, school staffs must recognize that they engage in the management of conflict and problem-solving behavior at the classroom level as well as at the school level.

Based on the Programmatic Model for School-Community Relations and Achievement, it was further suggested that school-community relations be viewed as function or task at both the classroom and school level. The programmatic elements provide a framework for planning based on identifying and analyzing needs related to school-community relations. The model suggests that activities be implemented to meet specific goals and objectives, taking care to include the interaction processes of one-way and two-way communication, involvement, and participation. The studies found that while the interaction processes may impact directly on student achievement, they show greater impact when they work through the intermediate goal of resolution. Ingram and Bartels (1979) go on to say:

> Resolving or managing conflict is a task for all school personnel. This school-community relations function may be planned for directly by using the programmatic elements or it may be influenced by the interaction processes. Regardless, the model suggests that student achievement is positively impacted when parents perceive the school as a place where they can air their concerns and get action on their own or their child's behalf.
>
> The final goal or the outcome of a systematic school-community relations program based on the model described in this paper is improved student achievement. The reader is reminded that there are other models of school-community relations yet to be researched. The need of schools for support and legitimacy, as well as the need for a policy change model suggests continuing research in these areas.

School-Community Relations and Student Achievement

Although the public schools have been assigned an increasingly greater number of tasks over the years, the teaching of the basic skills remains a fundamental purpose of public education. These basic skills include reading, language arts, and mathematics. As discussed earlier in this chapter, school-community relations has also become an important part of a school's program. In this section, the relationship between school-community relations and student achievement in the basic skills is explored in terms of both related literature and related research.

Achievement Literature

Foster (1969) has claimed that the leadership that can come from parent groups can have a positive effect on the quality of education available for children. Both Sestak and Frerich (1968) and Hunter (1967) emphasized that a good school-community relations program can have a positive impact on pupil progress and can create a school climate where children can be more productive. Gittell (1969) stated that parent and community participation in educational decision-making was an essential factor in improving reading levels of children at two New York City elementary schools. Lopate, Flaxman, Bynum, and Gordon (1969) reported that "When parents are involved in the decision-making process of education, their children are likely to do better in school."

Rempson (1967) concluded that increased involvement of parents helps to increase the achievement of their children. Schiff (1976), however, remarked that increased parental involvement failed to result in increased gains in student achievement.

Achievement Research

Research on school-community relations and student academic achievement has focused on several different measures of success. The research that is reviewed in this section indicates that mixed results have been obtained.

In a review of several studies on parent involvement components of preschool and early childhood education programs, Hogan (1978) stated that ". . .not only do children whose parents participate make greater cognitive gains during the program, but they continue to sustain this growth as they progress in school" (p. 2). She concluded that educators should carefully consider the impact of increased parent involvement and parent education programs upon student academic achievement.

Edmonds (1978) has discussed the literature and issues related to effective schooling. Looking first at the large studies of school effects, he has remarked that they are not particularly useful to the educational decision maker who "must organize and administer particular instructional programs" (p. 18). After an extensive review of the large number of studies that have been reported, Edmonds has set forth the following with respect to the distinguishing characteristics of schools that are instructionally effective for poor children:

> What effective schools share is a climate in which it is incumbent on all personnel to be instructionally effective for all pupils.
>
> Some schools are instructionally effective for the poor because they have a tyrannical principal who compels the

> teachers to bring all children to a minimum level of mastery of basic skills. Some schools are effective because they have a self-generating teacher corps that has a critical mass of dedicated people who are committed to be effective for all the children they teach. Some schools are effective because they have a highly politicized Parent Teacher Organization that holds the schools to close instructional account. The point here is to make clear at the outset that no one model explains school effectiveness for the poor or any other social class subset.
>
> Thus one of the cardinal characteristics of effective schools is that they are as anxious to avoid things that don't work as they are committed to implementing things that do.
>
> Schools that are instructionally effective for poor children have a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement (pp. 35-36).

The literature review by Edmonds implied that parental support of the schools would be necessary in order for the school to accomplish its task of teaching the basic skills.

Keeves (1975) conducted a study in Australia that examined the effect home practices, including the relationships between the home and the school, had on achievement. A positive relationship was found between home practices and achievement in science, but in mathematics no significant relationship was discovered.

In two separate studies, Smith and Brace (1973) and Willmon (1969) reported that parental demonstrations of support, interest, and involvement consistently related to a higher quality of pupil performance. Although Dix (1977) found no significant correlation between parent involvement and student achievement, Hobson (1976) reported that a significant positive correlation did exist between parent involvement and student achievement.

In a study by Smith (1969), parents were given instructions on how to help their children study in an attempt to examine the effect of parental involvement in daily reading exercises and students' study habits at home. Children whose parents were involved in the program made significantly greater gains in vocabulary and reading comprehension than children whose parents did not take part in the program. Ilioff (1957) reported that parent involvement in discussion groups about their children's eighth-grade mathematics program resulted in greater achievement in mathematics for the experimental group when compared to the control group.

Weber (1971) focused on the characteristics of four inner-city schools in which achievement was clearly successful for poor children on the basis of national norms. This study was done in part as a response to studies by other researchers that indicated that low achievement by poor children is due to environmental effects. Weber found that at all four schools: (a) the principal demonstrated "strong leadership" in setting the tone of the school, (b) high expectations were present for all students, (c) an orderly and pleasant atmosphere was maintained, and (d) a strong emphasis was placed on pupil acquisition of reading skills, which was accompanied by careful and frequent evaluation of pupil progress.

Although the previous studies would indicate a positive relationship between school-community relations and student achievement, the two studies that follow run contrary to the norm.

Kratochvil, Carkhuff, and Berenson (1969) conducted a study involving 85 students, their parents, and their teachers which examined the relationships between parent and teacher communication skills and measures of student physical, emotional-personal, and intellectual functioning. The cumulative effects of parent and teacher communication skills on student achievement was not found to be significant. Baker (1977) studied 324 children in grades kindergarten to third. Achievement scores of each child were compared to the number of hours their parents took part in school activities. The variance in the number of hours of parent involvement did not significantly relate to the academic achievement of their children.

A majority of research findings, however, do report a positive relationship between school-community relations and student achievement. Mowry (1972) reported from a national study of the effects of parent perceptions in Head Start Programs that:

> There is a strong relationship between high participation by parents and better performance on intellective and task oriented measures. The children of parents with extensive participation in both roles (as decision-makers and as learners) produce better scores on verbal intelligence, academic achievement, self-concept behavioral rating in classroom and at home, and change rating in both learning and activities.

Two studies were led by Brookover on self-concept of ability and school achievement. Brookover, Lapere, Homachek, Thomas, and Erickson (1965) found that junior high school students whose parents became involved in school activities showed significant progress on academic subjects. Brookover, Erickson, and Joiner (1967) indicated that positive interaction among the principal, teachers, parents, and students within the school produced an atmosphere that enhanced academic performance.

In a study of performance contracted learning, Gillum, Schooley, and Novak (1977) compared the difference in student achievement between the case where parent involvement was "pro forma" and consisted either of filling out a questionnaire or attending large group meetings and the case where parents participated in deciding what was taught and had responsibility for working with teachers and children. Student achievement was higher in the latter case.

A 1974 study by the Office of Education Performance Review of the New York State Office of Education compared two inner-city public schools which served an analogous, predominantly poor population. One school was high achieving; one school was low achieving. The major finding that the differences in student performance in the two schools seemed to be attributed to factors under the school's control suggested that parents can demand that the school try to reach all children and that the school has a responsibility to both students and parents.

In addition to those studies which have discussed the relationship between school-community relations and student achievement, other studies have been conducted on those factors that affect achievement. While not considered here, several studies (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1977; Brookover & Lezotte, 1977; Bureau of School Programs Evaluation, 1976) have indicated that factors subject to school control can affect the achievement of students in the schools. This consistent finding would suggest that parent-initiated participation might be necessary to direct schools toward implementing the proper conditions for increased student achievement.

Finally, an extensive program for parent involvement (Houston Independent School District, 1978; Kerr, 1978) was developed in the Houston, Texas, Schools based upon the findings of two pilot studies. The first study was conducted on the junior high school level and compared parent involvement to student scores on standardized achievement tests. The second study was conducted on an elemenetary school level and involved parents in home instruction with their children. Both studies showed significant correlation between parent involvement and student achievement, and so prompted a district-wide program to improve achievement levels.

Although this review of the research on the relationship between school-community relations and student achievement might suggest that an extensive amount of work has already been accomplished in this area, none of the studies reviewed above utilized a planned, programmatic model of school-community relations. This model of school-community relations is discussed in detail in the following chapter.

Significance of the Study

The significance of this study has foundations in both research and practice.

Significance for Research

A programmatic model for school-community relations provided the basic conceptual framework for the study. The model suggested three major components of a school-community relations program (Ingram, 1978):

1. A planned program of activities with stated objectives, specifically assigned staff roles and responsibilities and a framework for evaluation that would be organized based on a systematic needs assessment.
2. A set of processes which are operationalized through the program of activities. These processes are access, communication, involvement, participation, and resolution.
3. A set of anticipated goals that may be attained based upon the program and processes. These goals are Support, Legitimacy, Effective School-Community Relations, Policy Outcomes, Achievement, Child Growth and Development (Raskas, 1979).

Replicating the methodology of the two previous studies, this research introduced: (a) a variance in research site with the introduction of a secondary school setting, and (b) a variance in perceptions on research questions with the introduction of elementary student and secondary parent and student interviews. With this variance, one primary purpose of this study was to further determine the relationships between effective school-community relations and student achievement. The major theoretical impact is on the model for school-community relations. The model, introduced in the Ingram research, was refined by Raskas and is further refined in this study. This refinement includes an explanation of the possibility of multiple models, dependent upon scientific emphasized goals or elementary and secondary school characteristics.

Research at the local school building level was consistent throughout the Wisconsin project on school-community relations. The importance of this type of research included and allowed for (a) a greater understanding of the processes of school-community relations and their impact upon the overall effectiveness of school-community relations, (b) an increase in determining the multiple sources of variance in student achievement, and (c) a realization that school-community relations may differ based on communities with varying socio-economic character and building level of schooling (elementary or secondary).

Significance for Practice

The significance for practitioners can be found with a greater understanding of the relative impact of the five variables of school-community relations and the impact of school-community relations programs and processes on student achievement. In other words, if parents are satisfied with the effectiveness of the school-community relations program of the school, will student achievement be affected? Also, with the ability to determine which school-community relations variable affects a desired goal (achievement, effective school-community relations, support, legitimacy, policy outcome, child growth and development), practitioners would be provided with a set of priorities for assessment and for improving or refining their own school-community relations program.

Organization of the Study

Chapter I has provided a background of the study, a review of literature on school-community relations, the Wisconsin Home-School-Community Relations Project, and the relationship between school-community relations and student achievement.

Chapter II contains a description of the conceptual framework used in this study and a review of the literature concerning the definition and origin of each element in the programmatic model of school-community relations. The methodology section includes the instrumentation, site selection, population and sample, data collection, and data analysis procedures.

Chapter III provides two case studies of the Community of Small Town and its elementary and senior high school. The community and schools are described, with an outline of each school-community relations program.

Chapter IV presents the analysis of the data for the research questions. Coefficients of correlation and step-wise multiple regression are the statistical techniques utilized.

Chapter V provides an analysis of the data collection using path analysis. This procedure determines the impact of selected intervening variables upon the independent variables of school-community relations.

Chapter VI contains the conclusions and implications drawn from the previous chapters. Research and practical recommendations are included.

CHAPTER II

DESIGN AND METHODOLOGY

The discussion in chapter one presented a review of the literature on school-community relations and on the relationship between school-community relations and achievement, explained the work of the Wisconsin project in home-school-community relations, and provided an overview of this study. In this chapter, the research components of design, methodology, and study limitations are covered.

Design

The design component of a research study contains the overall plan that is used to guide the program of research. Kerlinger (1973) has presented two basic purposes for research design: "(a) to provide answers to research questions and (b) to control variance" (p. 300). To Kerlinger, ". . .design does not 'tell' us precisely what to do, but rather 'suggests' the directions of observation-making and analysis" (p. 301). In this section, the conceptual framework and the research questions for this study are covered.

Conceptual Framework

The conceptual framework presented here provides the basis for both the general design of the study and for the 12 specific research questions. Derived from the work of the Wisconsin project in home-school-community relations, the conceptual framework consists of the programmatic model for home-school-community relations. As introduced in the preceding chapter, this model consists of three major components: programmatic elements, processes, and goals. Each component of the model is defined in this section and its origins are traced from a selection of sources. Although the schematic drawing of the model indicates one possible grouping of the individual concepts in the model, a modified version was used for the purposes of this study.

Programmatic Elements

The programmatic elements of the home-school-community relations model consists of five items: assessment, objectives, activities, roles, and responsibilities, and evaluation. In her study, Bartels (1978) first presented the current definitions of these items:

> Assessment, also referred to as needs assessment, is a programmatic element of the home-school-community relations model through which the current status of the program, processes, and goals are identified.
>
> Objectives is a programmatic element of the home-school-community relations model which specify the desired outcomes of a program in relationship to processes, subpublics, and goals.
>
> Activities is a programmatic element of the home-school-community relations model designed to fulfill the objectives of a home-school community relations program.

> Roles and Responsibilities is a programmatic element of the home-school-community relations model which assigns tasks and functions for home-school-community relations activities.
>
> Evaluation is a programmatic element of the home-school-community relations model designed to determine whether that processes, objectives, and goals established for the program are achieved. (pp. 18-19).

The selection of concepts that make up the programmatic elements in the home-school-community relations model are drawn from texts that focus on the managerial and program planning functions of administration. Except for the specific activities which represent the actual operationalized part of a program, various names have been put forth to classify the other concepts in this component.

The component of programmatic elements concerns itself with how a school-community relations program is carried out by teachers and administrators. Thus, the tasks of the manager or administrator can be identified as relating to this component. In his study of management as work with its own skills, tools, and techniques, Drucker (1974) has divided these tasks into five basic operations: (a) setting of objectives, (b) organization of work and workers, (c) motivation and communication, (d) measurement of performance, and (e) development of staff personnel (p. 400). These five operations are similar to those suggested over 60 years ago by a French engineer and teacher, Fayol, in a work first printed in 1916: planning, organization, command, coordination, and control (1949). Several other authors have proposed similar terms to classify these operations or functions (Gregg, 1957; Hoy & Miskel, 1978; Knezevich, 1975; Sears, 1950).

Although the names of the tasks that compose this component can change according to the orientation of a specific author, Kindred, Bagin, and Gallagher (1976) have provided a workable approach to identifying the steps in program planning. Their framework can be summarized as follows:

1. Policy Development: The development of a policy that described the rationale for undertaking the program (of school-community relations) and authorizes the (school) administration to determine the means to implement the policy.

2. Understanding the Community: The collecting of information that will enable the planners to understand the community in which the program will operate.

3. Goals and Strategies: The determination of the goals that are being sought and the selection of the strategies that will be employed to reach the goals.

4. The Communication Process: The planning of what information needs to be disseminated, what audience is to be reached, and what tools should be used.

5. Evaluation: The examination of the program as planned and the determination of the fit between the actual outcomes and the original objectives (pp. 27-101).

The five concepts that make up the programmatic elements of the home-school-community relations model have been chosen to represent the administrative structure which provides the organizational base for the specific activities that take place. While an alternative set of terms could be proposed, these five concepts--assessment, objectives, activities, roles and responsibilities, and evaluation--form the first component of the home-school-community relations model.

Processes

The processes contained in the home-school-community relations model include analysis, communication, involvement, participation, and resolution. Although analysis is included as one of the processes, it is not included as one of the variables in this study as it is a function that is carried out only by school personnel. Access, while shown as a goal of the model, is included as a process variable in this study for the reasons discussed in the preceding chapter. Each of the following definitions is again first found in the work of Bartels (1978) except for that of access. The definition of access was redefined in the study conducted by Ingram (1978). The definitions follow:

> Analysis is a process of the home-school-community relations model by which issues and subpublics are identified and related.
>
> Communication is a process of the home-school-community relations model which utilizes many forms of interaction among various subpublics, and between the school and the subpublics.
>
> Involvement is a process of the home-school-community relations model through which various subpublics contribute resources of time, energy, and expertise to a school.
>
> Participation is a process of the home-school-community relations model which provides entree to the decisions and policy-making processes of a school.
>
> Resolution is a process of the home-school-community relations model which is designed to solve problems and to reduce actual or potential conflict among the home, the school, and the community (p. 19).

> Access is a goal of the home-school-community relations model which assures that various community subpublics are able to have their interests represented in the school. Members of a community subpublic may represent themselves or may choose to have an advocate or advisor who serves as a trusted confidant to represent them. This person may be a school staff member, such as a teacher or the principal, or any other member of the local school community (p. 56).

The individual concepts that make up the processes component in the home-school-community relations model, plus that of access, are drawn from a variety of sources. Each of these concepts is discussed in this section.

Analysis

The process of analysis is related to that of assessment as both are concerned with determining the present condition of the school-community relationship. Whereas assessment may focus more heavily on the operational aspects of a program, analysis represents an attempt to link the issues of concern with their appropriate groups, subgroups, or individuals. Analysis is derived from institutional analysis in policy research where a political or social system with its specific elements is first studied prior to the use of other processes.

The systems approach has been suggested by both Brown (1966) and Norton (1970) as one approach to analyze the political life of a school system and to describe the political realities of educational reform in the schools. Scribner (1970) has summarized the political systems approach in five variables: (a) the social and physical characteristics of the environment, (b) the political input characteristics, (c) the internal characteristics of the authoritative decision-making agency, (d) the political system output characteristics, and (e) the environmental response characteristics with consideration for their interrelationships. To Scribner, the systems approach assures a concentrated and comprehensive application of all available resources towards the implementation of an effective and planned program of school-community relations.

In their discussion of the need to understand a community as being a major part of the planning process, Kindred, Bagin, and Gallagher (1976) have presented three avenues for investigation: (a) the sociological characteristics of the community, (b) the nature and influence of the community power structure, and (c) the way in which people think and feel about education and the program provided by the district (p. 35). The sociological characteristics of the community include customs and traditions, population characteristics, communication channels, community groups, leadership, economic conditions, political structure, social tensions, and previous communication efforts. The power structure or decision-making processes include understanding the essential characteristics of the power structures, the areas in which they operate, and the effects of power decisions on educational policy and the school program. Determining how people feel about the schools includes the opinion research methods, forums and conferences, advisory committees, telephone surveys, consumer panels, written questionnaires, and direct interviews. Each of these three avenues provide information necessary to obtain a greater degree of community cooperation with the program of the school.

The importance of analysis, which implies more than a mere gathering of facts, is shown by Vogt and O'Dea (1962) in their concluding remarks on how certain decisions were made in communities with similar factual situations:

> It is clear that the situational facts did not determine in any simple sense the contrasting community structures which emerged. Rather, the situations set certain limits, but within these limits contrasting value-orientations influenced the development of two quite different community types. It would appear that solutions to problems of community settlement pattern and the type of concrete social action which ensues are set within a value framework which importantly influences the selections make within the range possibilities existing within an objective situation (p. 174).

Lutz and Iannaccone (1969) have provided support to this argument by noting that the values of individuals and the norms of the group must be placed against any current situation in order to determine how a system will act. In a program of school-community relations, this examination of a community with its situations, members, and standards of behavior is included in the process of analysis.

Communication

The process of communication is a concept that has always been an important factor in any public or school-community relations program. As Chaffee and Ward (1968) have stated, "Communication between citizens and schools is the key to effective school-community relations. . . .Understanding as a process of support is a direct product of open communication" (p. 23). Communication can be either written or nonwritten and can occur either in a one-way or a two-way pattern dependent upon the intentions of the originator.

Written, one-way communication is represented by newspaper articles, letters sent to all residents in a school district, and school newsletters. Chaffee (1967) has stated:

> Mass communication provides an impersonal mode of citizen contact with schools that may help transcend social barriers. Those who do not participate in school-connected groups, find the mass media at least a partial substitute. If there is one clear deficiency in media coverage of education, as the public sees it, it is in the feedgack to schools of information about the public. The press might well consider giving more attention to this feedback function, perhaps equal to its present level of coverage of schools (p. 734).

The importance of written, one-way communication has been addressed by many writers over the years (Bagin, Grazian, & Harrison, 1977; Larson & McGoldrick, 1970; McCloskey, 1967; McLuhan, 1964; National School Public Relations Association, 1965, 1971; Shidle, 1965). Saxe (1975) has concluded that:

> It is important that the PR activities be honest and continuous. Information programs cannot be put forth sporadically at decision-making times (elections) or transformed by glamorizing the spokesman and the message. Full and honest public relations in more and different ways will be required (p. 201).

Communication through written means that is sent in a singular direction is the most common form of communication.

Nonwritten, one-way communication takes the form of mass-media presentations, school activities such as plays and athletic events, and open-house meetings. This form of communication provides an opportunity for the school to tell its story through activities over which it retains control. Like written, one-way communication; nonwritten, one-way communication has always been part of school-community relations.

Over the last 10 to 15 years, an increased awareness of the importance of two-way communication, both written and nonwritten, has become steadingly apparent. Charters (1960) asserted that person-to-person communication and influence was a potent force in school-community relations. Although Coleman (1957) has noted that in times of conflict word-of-mouth communication may produce harmful effects when substituted for more formal communication, Atkinson (1971) suggested that:

> While it is essential to tell the public about the schools, it is also incumbent on educators to listen to the public's response to information and, after serious examination, to use the feedback to improve future communications (p. 27).

Two-way communication draws from the belief that clearer understanding results when both parties to an interaction are required to work at making the exchange of information successful (Raskas, 1977, p. 6). Activities that have resulted from attempts at two-way communication include the exchange of letters, home-school visits, parent-teacher conferences, and informal parent-principal coffees.

The process of communication is found in both literature on written communication and on nonwritten communication (Mortensen, 1972; Schmuck & Runkel, 1972). In either case, communication is a key process. Saxe (1975) stated that:

> Communication is the main element in the process of school-community relations and the particular procedures of public relations are one aspect of this communication. The distinction is arbitrary to a large extent, but it does help to arrange the mass of data for study and discussion (p. 164).

Bowles and Fruth (1976) pointed out that communication must be open and clear and that the media and the message must be compatible (p. 176). While disagreement may exist as to whether one form of communication is more potent than a second, communication is the process through which interaction first occurs among the various subpublics of the school.

Involvement

The processes of involvement and participation, the latter being discussed in the next subsection, are often used interchangeably. To some, the processes are the same and center on attempts to bring people into the schools who customarily are not present in them. While some overlap in the two processes may exist, the process of involvement is primarily concerned with parents' contributions of time, skill, and expertise to the school. Participation, then, is the part that parents play in helping to make decisions at the school.

The concept of involvement has been discussed as an important part of school-community relations as it increases the support for the school of those who are involved. Mann (1976) has stated:

> The act of involvement requires the expenditures of some minimum amount of resources--time, concentration, intellectual and emotional expression. Investing personal resources is likely to increase one's committment to the group being participated in, regardless of the outcome of any particular decisions, simply because most people are loath to invest resources without receiving some benefits in return. If they do make the effort to participate and nothing happens, then their effort was wasted. Thus people tend to reinterpret unfavorable decisions as favorable or at least neutral rather than acknowledge the unpleasant outcomes of their own involvement. As involvement increases, so does support for the institution that was, after all, "good enough" to have made use of the involved person (p. 72).

Conant (1971) has also spoken of the value of community involvement in the schools:

> The profits can be enormous. Parents discussing and constructing curriculum materials under professional guidance learn about what the school is teaching and why. Parents working in the classroom as aides under the teacher's direction learn at first hand and by good example how different children are and how one can respond to their differences (p. 116).

Both of the above writers clearly recognize the importance of involvement.

Involvement most often appears in the form of parent volunteer programs. Carter and Dapper (1972) have stated that the role of the volunteer is, "directly involved in the very process of education itself--as visiting lecturers, kindergarten assistants, story tellers, readers of English themes, and, most of all, as tutors" (p. 48). Murray (1974) summarized the role of the volunteer as in-class helper, corrector of student assignments, library or media aide, classroom guest speaker, clerical helper, room mother, field trip chaperone, and contributor to social and fund raising events. Many other writers have discussed the parent volunteer form of involvement (Bartels, 1977; Johnson, Guinagh, Bell, & Estroff, 1977; National Education Association, 1972; National School Public Relations Association, 1973).

Two early writers have discussed the place of the parent-teacher organization in the process of involvement. Kindred (1957) suggested that a local, voluntary parent-teacher association is one of the best means available for achieving the partnership concept. Osborne (1959) stated that parent-teacher associations exist to provide an opportunity for members to work together harmoniously for the benefit of the child. More recently, Knezevich (1975) viewed the parent-teacher association as a public leadership agency which is concerned with developing closer relations between home and school, parents and teachers, so that they may cooperate intelligently in the child's education (p. 579).

While the distinction between involvement and participation may be somewhat blurred at times, both Fruth, Bowles, and Moser (1977, p. 282) and the National School Public Relations Association (1968) stress the role of involvement in increasing public support for educational innovations when the benefits of the innovation are made apparent. Involvement, with its focus on such activities as parent volunteers and parent-teacher organizations, is the process in school-community relations whereby community members are able to contribute time and resources to promote and aid the school program.

Participation

The process of participation is directly tied to the part parents play in the making of decisions. These decisions can affect their child alone, a group of children, the local school as a whole, and even the total school system. While voting behavior (Hamilton & Cohen, 1974) may be rightly considered a form of participation, the emphasis here is primarily on participation at the local building level and with a greater degree of intensity and commitment than with the normal electoral process.

The value of participation to both the individual and to the institution is discussed by Mann (1976):

> A person who places a high value on himself is more likely to believe that an institution will be responsive to his input and is thus more likely to make such input. When the institution does respond, or even seems to respond, the person's estimate of both his own worth and of the institution's is reinforced, making further input even more likely. The cycle of self-efficacy and so on is probably more common, more powerful, and more socially significant in the direction of negative reinforcement than it is in the positive direction (p. 72).

The meaning of participation is also affected by its significance:

> There is a basic difference between community involvement (participation) as public relations and as shared control. Community involvement (participation) is successful when it is significant. The benefits to be derived are related to the opportunities offered; important opportunities will be rewarded by goal achievement. It should come as no surprise that what you get depends on what you invest (Mann, p. 102).

Mann has stated further:

> Community involvement (participation) may also be developed without a precipitating event. It can be a response to a government mandate, or it can be planned and initiated by educators or other concerned people. However, when it is initated by professionals, especially by professionals who do not live in the neighborhood, then it is extremely important that neighborhood residents be encouraged to participate as soon as possible. Without that early participation, relevant information is greatly reduced and so is the crucial identification of the community with the involvement (participation) mechanism. An involvement (participation)mechanism can come into being as a logical extension of an existing group. Advisory groups or parents' associations have sometimes provided a successful foundation for more authoritative involvement (participation). The advantages of building on these groups is the ready availability of experiences people. On the other hand, because the purposes and requirements of control sharing are different from those of more advice and traditional public relations, the features of the existing group (composition, topical focus, etc.) should be carefully reviewed and modified as necessary according to the topics dealt with here (p. 137).

If, however, participation does not take place, Milbrath (1965) has stated that, "Failure to participate contributed to . . . a sense of political impotence, and (the) lack of a sense of efficacy increases the probability that they (parents or citizens) will not participate" (p. 58).

The importance of participation has also been addressed by other writers. Cahn and Cahn (1971) have suggested that democracy is affirmed and alienation is eliminated when citizens have an opportunity to become participants in the educational system (p. 16). Gittell (1974) has explained that:

> No aspect of decision making should be totally isolated from consumer or citizen inputs and accountability. Any process which excludes participation of the people who are the recipients of the service and have a direct interest in policy decisions must end up lacking in responsiveness to needs (p. 2).

In an early text on school-community relations, Kindred (1957) related the value of citizen participation, mainly through advisory councils, as contributing to educational quality (p. 147). As he noted, these councils, while not always satisfactory, did demonstrate that laymen have a significant contribution to make to the advancement of education.

How participation is to occur has also been considered. Arnstein (1971) described eight levels in her "ladder of citizen participation" as: citizen control, delegated power, partnership, placation, consultation, informing, therapy, and manipulation. In a discussion of how a control-sharing arrangement may be distinguished from both weaker and stronger forms of community participation, Riles (1972) has stated:

> As participation is conceived here, with its possible combination of advisory and policy-making functions, there is no guarantee that community parents and residents would really have an effective role in the governance of programs in their local schools . . .
>
> With partnership described here as a division of authority, there is a sharing of the decision-making power--either in an informal arrangement (e.g., a set of understandings worked out with the local school board and administration) or a formal agreement (e.g., a legal contract stipulating the precise division of authority and responsibility) . . .
>
> With control conceived here as full authority in fiscal, programmatic, and hiring matters, the community board or authority legally replaces the central school board. Within the limits of state laws and municipal regulation, including any other agencies with which it must deal (e.g., the teachers' union), the community can operate its school or subsystem making such changes as it deems necessary and can afford (p. 118).

Lest all writers be seen as commenting on the more positive aspects of participation, Thompson (1976) has commented:

> Widespread popular participation in school matters presents a dilemma for schoolmen. Like the American system of government generally, school districts profess the democratic commitment. School governments are predicated on the belief that popular control over the instruments of governance is the primary guarantee against the usurpation and abuse of power; furthermore, school governments should be receptive to demands from the constituency and will benefit from popular participation in the governmental process. A look at the behavior of people in the school political process raises some rather discomforting questions about the viability of this ideal. For one thing, there is a high positive relationship between participation and dissent on bond referenda and board elections. Large turnouts on school issues often bring out the "politically alienated" in the community. In those districts in which participation is high, dissent is also likely to be high, and many people will vote against the school. Thus it might be said that high participation indicates a depression of the level of community consensus on school affairs. Similarly, in school districts where there is a high

> rate of demand-presentation before the board, there is less consensus about the operation of the schools. Under these conditions the board and administrators operate under more stress and with much more internal conflict (p. 76).

As Ingram (1978, p. 93) has noted, school-community relations has been viewed by many authors as the participation by parents that is directed towards the attainment of common goals for their children's education. This would thus occur through the increase of parental contact with the school by the advocating of a partnership between parents and the school. Based upon the above writings, the process of participation focuses on the role played by parents and other community members in the making of decisions that affect the school and all of its members.

Resolution

The process of resolution is concerned with how problems are solved and how conflict is handled. Resolution is a key concept in a political system as it pertains to the manner in which decisions are made to determine (a) the use of available, scarce resources, (b) the value choices to be made regarding the educational program, and (c) the locus of power in the educational enterprise (Bowles & Fruth, 1976, pp. 168-69; Fruth, Bowles & Moser, 1977, pp. 263-64). However, schools are often ill equipped to handle this process. Minar (1967) has suggested that the isolation of education from other municipal functions has also meant that conflict and opposition could easily be mobilized against the lonely target of the educator rather than dispersed among numerous others. He has stated:

> The consequence of this situation is not only that demands are focused on specifics . . . but also that the authority system usually is not accustomed to being opposed and therefore lacks resilience. Conflict is likely to be a disorganizing shock. Whereas, in most democratic governments, structured conflict is recognized as the way the game is played, in school government it often seems to be regarded as a rude and foreign intrustion (p. 35).

In addition to the statement of Minar, other writers have also commented on the schools' inability to handle conflict. Zeigler (1973) reported:

> School systems are not equipped to deal with conflict, and therefore, respond to escalated demands defensively. Defensive reactions anger those who made the original demands, and thus conflict--normal in any well functioning system--becomes a cause celebre. The constant brouhaha about schools should not mask the relatively routine nature of most educational decisions. City councils and legislatures deal with equally intense conflicts in the normal course of doing business. In contrast, school systems do not contain personnel emotionally or intellectually capable of handling conflict (p. 41).

Cunningham (1971) has stated:

> Inability to deal with discontent has caused school people to withdraw, to isolate themselves from their constituencies (even their students), and to communicate an intensely defensive posture. The tragic part of this phenomenon is that no one really wills that it be this way. Such institutional withdrawal and protectionist behavior is simply the natural response of an organism that has failed to locate an adequate coping capacity (p. 177).

To these writers, conflict is a process that may often be avoided by the public schools.

While conflict may be seen as a process representing problem after problem, it is not necessarily a process to be avoided. Gittell (1969) has stated:

> Some conflicts may well be healthy and, in themselves, may activate new elements in the community. If the goal is greater participation and citizen interest, conflict may be a necessary component. Such clashes should not be viewed as necessarily negative in their impact. They must be evaluated in terms of the goals set or the model of political relations considered most productive to developing responsive policies (p. 332).

Austin (1971) indicated that conflict can stabilize the gains from social programs:

> The political and social movements among black citizens that were strengthened through adversary patterns of participation were able to maintain those gains and move forward on an independent basis (p. 419).

Bloombert and Kincaid (1968) have also concluded:

> Extensive efforts to optimize the understanding and operational skills of activist parents and to educate and train a majority of teachers and administrators to react positively to the new situation could minimize the disruptive consequences of such movements and projects and maximize their contributions to changes that enhance the educational opportunities and experiences of ghetto children (p. 11).

In a manual written for school principals, Mann (1976) has addressed the question of when to share control and what to expect. He has stated:

> Conflict is not a sign of failure. The absence of unanimity does not mean something is wrong. Where interests differ and resources are limited, citizens should understand their differences, agree to a resolution of them, but not abandon the pursuit of their own interests. The informed consent of the neighborhood is as honorable a goal as consensus and, quite often, more realistic. There are different kinds of conflict. Some conflict accurately registers what people want the school to do. It signals the school about the different interests it must try to serve and provides valuable and constructive guidance. Then there is destructive or rancorous conflict in which people pursue their differences to the point that they are no longer willing to work together to solve common problems. That willingness to work together is the definition of "community," and it can be destroyed by uncontrolled conflict.

There has been much less rancorous conflict in schools that the media's attention to newsworthy events might indicate. There are very few places where communities wish to replace professionals in operating the schools. Nonetheless, principals are right to be concerned about the possibility of uncontrolled conflict. Where it has destroyed communities (and careers and the teaching/learning environment), it has done so for two reasons that are directly relevant to this manual. First, no effective mechanisms existed to channel and resolve the conflict. Second, the people involved (lay people _and_ professionals) lacked the experience necessary to handle their disagreements.

If there is a minimal level of conflict in a neighborhood, then establishing an involvement (participation) mechanism may be relatively costless. If there is already substantial conflict, then the presence of the mechanism can only help with an already difficult situation. But what about conflicts that develop--and escalate--after the group's establishment? What should the principal do about those? The answer is the same with or without a mechanism for community involvement. In large part, of course, it depends on the issue. The answer to the question "Who's right?" determines a great deal about the principal's response. But absent that information, the first reaction of most principals would be to mediate while staying relatively uninvolved. If mediation fails, if the stakes escalate, and if the principal joins in, then it is with the same risks as are always involved in conflict situations. When conflict is unavoidable, the principal's decision to become involved or not is a personal one. But the _outcome_ of that conflict may depend on how carefully an involvement (participation) group was designed and supported by the principal.

The opposite side of the coin from visible conflict is neighborhood apathy. The political culture of some communities emphasizes respect for tradition and deference to authority. Such communities often appear to be very allegiant and quiet about educational matters until some grievance precipitates a change. Principals who work with these communities will need to build knowledgeable involvement (participation) prior to crises. Other communities are so alienated from their schools--and vice versa--that there is little of any involvement (participation). A more common pattern is the situation in which the opportunities for involvement (participation) offered by the school to parents and other citizens are so trivial and so tangential that they do not elicit any significant response. Principals who use advisory committees to rubber stamp decisions that have already been made, who

> consistently override advice, or who never ask parents about policy questions central to teaching and learning should not conclude that their neighborhoods are apathetic. It is much more likely that the citizens have made a reasonable response to an unrewarding opportunity (pp. 134-35).

Other writers have also addressed the process of resolution through their discussions on conflict. Goldstein and Cahill (1964) indicated:

> In the idealized state of nature, no continuing structure exists for the settlement of conflicts. Instead, the parties must resort to hand-to-hand conflict. It is in order to avoid such costly conflict-resolution procedures, the application of which may prove more adverse than having one's demands left unsatisfied, that such ad hoc procedures are usually discarded in favor of standing bodies of specialized actors who will settle conflict at least cost to those concerned. Even in those instances in which we do not refer directly to a permanent body of men organized for the sole purpose of resolving conflict ("the government"), we have come to accept as governmental any socially standardized form of settling conflict--e.g., the show of hands (majority role) or the flip of a coin (unbiased chance affording equal opportunity)--which is almost automatically called into play even when the actors involved see no governmental agency as being relevant (pp. 176-77).

Banfield and Wilson (1963) explained that:

> Politics arises out of conflicts, and it consists of the activities--for example, reasonable discussion, impassioned oratory, balloting, and street fighting--by which conflict is carried on (p. 7).

Dye and Hawkins (1967) stated:

> A fundamental source of conflict is human diversity. Differences among men in the way they make their living, in their income and educational levels, in the color of their skin, in the way they worship, in their style of living, and so on, are at the roots of political life (p. 3).

Continuing this connection of conflict with politics, Froman (1963) commented:

> An underlying premise of all efforts to understand political processes is that politics arises out of the human situation.

> Man's physical needs and social wants constantly press against the scarcity of resources. Individuals have different wants and needs; and in the interaction with other people, the preferences of some individuals inevitably conflict with the preferences of others. Tensions frequently arise between men of differing preferences, particularly when insufficient resources exist to satisfy the wishes of everyone. Choices have to be made between competing demands. This is the source of social conflict--the seedbed of politics (pp. 1-15).

In an attempt to identify the three main classes of conflict, March and Simon (1964) proposed (a) individual conflict in the course of the decision-making process, (b) conflict between individuals and/or groups in an organization, and (c) conflict between groups and organizations.

Several authors have addressed their comments directly toward those in schools who must deal with conflict and its resolution on a daily basis: building principals and superintendents. Boss, Zeigler, Tucker, and Wilson (1976) discussed the skills needed by successful superintendents of schools:

> Whether conflict is in fact dysfunctional is not important. So long as conflict is perceived as threatening, management of conflict is a particularly valuable skill. It may be that conflict management is one of the more legitimate claims to expertise on the part of superintendents(p. 42).
>
> We believe that the superintendent makes decisions in order to maximize a set of preferences based on his own values. It is in the interest of the superintendent, however, to minimize partisan response or community conflict regarding decision outcomes. All superintendents learn to live with some pressure and conflict, but all prefer to minimize them. The superintendent is thus constrained by the community (partially through interest groups) in making decisions and must further act to manage conflict that does arise.
>
> We can specify three conditions that are necessary (and hence group activity) before decision-making conflict arises:

1. Decision outcomes are incongruent with community preferences.
2. Community mobilizes attempt to influence or constrain decision-making.
3. Superintendent management of attempted influence is unsuccessful (p. 44).

Jennings' (1968) work has been summarized:

> Expressions of parental dissatisfaction or grievances directed against the schools are significant factors in producing changes within the system as well as a means of understanding the political relationship of parents to schools. The type of grievance, the mode of expression, and the means of communication were the main focus of his study (Jennings'). His findings show that the expression of parental grievances varies according to (a) the type of grievance (course content or events), (b) the social class of the parent expressing the grievance, and (c) the parent's degree of activism within the community or school (p. 364).

Turning more to the settling of conflict, i.e., resolution, Bailey (1976) stated:

> Beyond rhetoric, the negotiating skill also involves both the subtitles and psychic resiliencies associated with the ability to resolve or defuse conflicts--to talk people down from their "highs" of anger and mistrust. Negotiating also involves the most essential of all political talents: the capacity to bargain; to discover areas of agreement; in the nonpejorative sense, to deal (p. 93).

Sestak and Frerich (1968) viewed the principal as the harmonizer between the school and the community:

> It is necessary for him to bring people together into closer relationships and greater harmony with the school. He must know what groups exist, what their interests are, and what possible contribution each group could make (p. 120).

Finally, Carter (1975) has suggested:

> . . . a principal is involved in politics each time an effort is made to obtain support for, appease the demands of, or communicate with an individual, group, or organization . . . the way to obtain aid for the schools and to improve the instructional program is political (pp. 5-7).

In an examination of the writings of the above authors, Ingram (1978) has stated that the political aspects of school-community relations can be conceptualized in three dimensions:

> . . . (a) the school's interaction with the political leadership of the local, state, and national government; (b) community participation in educational decision-making; and (c) the politics between two political systems: the school system and the community (p. 105).

Thus, resolution is the process that concerns itself with politics, with the solving of problems, and with the reduction of conflict between the home, the school, and the community.

Access

The goal of access is included among the processes of school-community relations for the purposes of this study. Access is concerned with the extent to which citizens can have their interests represented to those in a decision-making capacity. Carley (Milverstedt, 1978), when running for governor of Wisconsin, equated access with power:

> Power in great part is access to people who make decisions. Powerlessness is lack of access. Power is to effectuate, to bring about decisions which relate to public policy.

Iannaccone (1977) has discussed the loss of access in the creation of nonpartisan, at-large, elected, district-wide boards of education:

> The structure of government was restructured in such a manner that access to decision-making centers was convenient only for individuals and interest groups inclined to support the reform ideology because of their social class outlook. The reform and its doctrines made school districts structurally and ideologically less vulnerable to the urban neighborhood based political machine. . . weakening of the attendance area community depressing the

> influence of neighborhood groups of parents reduced site level access and the possibility to express concern for micro politics, building level issues, of the activity linkages between school-pupil-home of teaching and learning (p. 5).

As access focuses on the representation of an individual's or a group's interests, the definition of representation and the actions of the representative play an important role in this concept. Mann (1976) has commented on representation:

> Common language definitions of representation usually run as follows: representation is, "acting for someone else," "doing something instead of someone else," "or acting on behalf of someone else." The shared thread is that of "representing," or making present again something that is not, in fact, available. Thus, someone acting as a political representative brings the wishes, interests, demands, and opinions of the constituents to the attention of decision-makers when those constituents are not themselves present. A good deal of the importance of representation comes from the fact that the constituents can virtually never be present themselves (p. 7).

Pitkin (1967) has discussed the behavior of the representative:

> The representative must act independently; his action must involve discretion and judgment; he must be the one who acts. The represented must also be (conceived as) capable of independent action and judgment, not merely being taken care of. And, despite the resulting potential for conflict between representative and represented about what is to be done, that conflict must not normally take place. The representative must act in such a way that there is no conflict, or if it occurs an explanation is called for. He must not be found persistently at odds with the wishes of the represented without good reason in terms of their interest, without a good explanation of why their wishes are not in accord with their interest (pp. 209-210).

The authors cited above discuss access as the ability to have one's interests, views, concerns, and opinions represented. The importance of shared views and the role of the representative in acting when another cannot be presented has been considered. At times, as Iannaccone has shown, changes in organizational structure can actually limite the access of some.

Access is a goal, or in this study a process/goal, which provides for the representation or presentation of one's interests to others. An individual or group can represent themselves or have someone act in their place.

Summary of Process Component

In this second of the three components in the home-school-community relations model, the process component has been identified as containing five processes and one goal in this study. They are analysis, communication, involvement, participation, resolution, and access. Each of these concepts has been defined and sources have been cited in which their basis may be found. Together, they provide the central focus for this study.

Goals

The goals of the home-school-community relations model include access, legitimacy, support, achievement, and child growth and development. The goal of access has been discussed in the previous section. In the definitions that follow, legitimacy and support were redefined for this study based upon the content validity process discussed in a later part of this chapter. The definitions for achievement and child growth and development are found in Bartels (1978, p. 20). The goals of the home-school-community relations model, as discussed in this section, are defined here:

> Legitimacy is a goal of home-school-community relations which assures acceptance of the school's decision-making capability, rightfulness to exercise authority, and trust in the validity of its mission.
>
> Support is a goal of home-school-community relations which provides the necessary economic and political* resources from the school community in order that the school can achieve its mission.
>
> Achievement is a goal of the home-school-community relations model which provides for optimal student performance in cognitive learning and the basic skills.
>
> Child Growth and Development is a goal of the home-school-community relations model which provides for optimal physical, social, and emotional maturity of pupils.

The component of goals is based upon the statement of Etzioni (1961) that an organizational goal is a state of affairs which the organization is attempting to realize. As Parsons (1937) has reminded us, however, a goal is an image of a future state, which may or may not be brought about. The goals of access, legitimacy, and support may be considered as measures of the institutional aims of school-community relations while the goals of achievement and child growth and development are school performance concepts--the reasons why schools exist.

Legitimacy

The concept of legitimacy is difficult to define as its meaning changes from writer to writer. Legitimacy concerns itself with the ability of an institution, through its designated representatives, to make decisions. MacIver (1947) has focused on the rightfulness to make decisions:

---

*In this study the measure of support will focus on economic resources.

> Legitimacy refers to (a) the sanctioned rights of some persons to make decisions, and draws on certain capacities of "rightfulness" possessed by the maker of decisions; and (b) to the approval rendered by certain groups on the community, by certain persons, or by all the people--i.e., referendum (p. 225).

Miller (1968) has considered legitimacy as the basis for authority and influence:

> The concept of legitimacy is also useful in describing the socially derived bases of authority and influence. Consideration of how decisions are made legitimate in the community has led to a concern with the relevant formal associations as they relate to the institutionalization of authority, and the informal life of the community as it affects the investment of social property in specific decision-makers. Likewise, the informal organization of the community may provide the means by which decision-makers may reckon with and negotiate with competing centers of authority and influence, and through which strategy is made possible (p. 311).

Moving toward the idea of acceptance of an institution by its members, Dahl (1963) has stated:

> When a political system is widely accepted by its members as legitimate, and when the politics of its officials and other leaders are regarded as morally binding by citizens, then the costs of compliance are low. Conversely, when legitimacy and authority are low, leaders must use more or their money, police, privileges, weapons, status, and other political resources to secure compliance (p. 32).

Iannaccone (1977), in turn, discussed legitimacy in relationship to the decision-making authority granted to an institution and the deference to perceived authority. He has stated:

> The traditional mutually dependent structure and ideology of the school government for most of this century rests upon two doctrines of legitimacy. Briefly, these are a belief

> in professionalism and a commitment toward middle class influence in education (p. 4).

Looking at one of the studies upon which this study is based, Ingram (1978) summarized legitimacy as the decision-making authority granted to an institution and the deference to perceived authority. He commented:

> Hence, legitimacy is a concept that is grounded in the decision-making authority granted to a person and/or an institution that to some degree is legally based. Persons affected by the decisions of that person and/or institution usually defer to this perceived authority. However, once a majority or a large minority of people view that person and/or institution as acting in an illegitimate manner, conflict arises and that conflict must be resolved in some fashion (p. 63).

Based upon the above works, the following definition of legitimacy was developed by Raskas (1979) prior to the content validity process:

> Legitimacy is a goal of the home-school-community relations model which assures the acceptance of the school's decision-making capability and its rightfulness to exercise authority, the trust that it will fulfill its mission, and the efficacy of the school as an institution by its various subpublics.

The final definition for legitimacy used in this study and included as a goal of school-community relations is one of acceptance (of the school's decision-making capability), rightfulness (to exercise authority), and trust (in the validity of its mission).

Support

The goal of support is the visible indication of the willingness of citizens to stand behind an institution and to back it with both political and economic resources. This backing is made evident through such devices as voting behavior and personal statements at public meetings. Mann (1976) focused on support as the increasing of affective and material support for the schools as their being generally worthy of assistance, cooperation, and reinforcement:

> Supporting the schools as an institution does not mean endorsing every feature or consequence of the status quo. Nor does it mean that support cannot be conditional on important changes. What support means as a goal of community involvement (or participation) is that the local school is an object generally worthy of assistance, cooperation, and reinforcement. Schools can survive on acquiescense, but they need support to succeed. Thus both communities and administrators share an interest in seeing schools become stronger, more effective places for teaching and learning (p. 71).

Addressing directly the commanding of resources, Iannaccone and Cistone (1974) stated:

> The issue engaging greatest attention on the agenda is that of commanding resources for schools--largely by mobilizing support for educational funds and developing conceptual models (particularly of state funding programs). Not only is this issue first in saliency for the professions, but it also influences the profession's stance on other issues (p. 20).

In his early work, Kindred (1957) concentrated on how tax support depends upon attitudes and opinions of the people. He has remarked:

> Local taxation is the principal source of revenue for school districts. Taxes are either paid directly to the district or else to the local government. In the latter arrangement, the school budget must be submitted to officers of the political corporation. This type of financial dependence often works a hardship, because funds are diverted from education to other forms of political service. Better support of schools is assured when the local board of education is empowered by law to levy its own taxes and appeal for funds directly to the people. In either case, however, the amount of tax support depends, in the final analysis, upon the

> attitudes and opinions of the people. If they do not possess a knowledge of school needs and conditions, they will not approve proposals for increasing the rate of taxes. The failure of school boards and administrators to supply them with accurate and understandable information, to establish communication, or to give them a part in educational and financial planning, has been responsible for the inadequate support of public education (p. 30).

How support is most visibly made apparent is summarized by Ingram (1978):

> The authors reporting on the concept of support indicated that the most commonly used measure of citizen interest in education is school elections. These elections may involve school board candidates, bonds, or referenda on particular issues. The significance of this support is illustrated by the funding level voters approve to finance educational programs (p. 68).

Unlike the case of legitimacy, the first definition of support developed for this study did not differ significantly from the final definition. The definition first used was:

> Support is a goal of the home-school-community relations model which provides for the economic and political resources by various subpublics in the school community sufficient to achieve the primary mission of the school as an institution.

With a few minor changes, this definition became the basis for the final definition. Support is the goal of school-community relations that is concerned with the providing of resources by the school community for the school.

Achievement

The goal of achievement represents one of the most agreed upon purposes for the existence of schools. Downey (1960) has reported that:

> A surprising amount of agreement was found among educators and laymen in their perceptions of the tasks of the school. The intellectual task tended to be given first priority by all groups.

Mann (1976) has agreed with Downey, having stated that, "Students' educational achievement comes close to being the reason for the school's existence"(pp. 68-77).

In an essay prepared for the Phi Delta Kappa Educational Foundation as part of their Bicentennial Year program, Bailey (1976) stated:

> The educational system might be defined as that combination of social institutions and facilities that are presumed to have as major purposes the discovery and inculcation of knowledge and values and the development of human skills and options (p. 2).
>
> Surely, one major social justification for formal schooling is its training of the young in those basic skills of language and computation essential to gainful employment and other purposive activity. Those who emphasize mastery of the basic skills as the major instrumental purpose of education rest their case in the essentiality of the three Rs in virtually all aspects and functions of human life, most especially in earning a living (pp. 52-53).

While the school may possess a purpose beyond that of academic achievement, agreement clearly exists upon this primary concern. The concept of achievement in home-school-community relations focuses on optimal student performance in cognitive learning and the basic skills.

Child Growth and Development

The final goal of school-community relations, child growth and development, represents what is considered to be the affective or personal dimensions of a child's education. In their classification of educational goals through a taxonomy of educational objectives, Krathwohl, Bloom, and Masia (1964) commented on this second concept of school performance:

> It was the other dimension of our specification--the types of human reaction or response to the content, subject matter, problems, or areas of human experience--which seemed most significant for our purposes. We had all made use of educational objectives, defined in terms of thoughts, feelings, and actions, as this second dimension. These embraced a range of human responses, including knowing about something, solving problems of various kinds, indicating an interest in some types of human experience, having an attitude toward some object or process, or expressing one's feelings and views on a variety of phenomena. Such objectives specify in operational terms the actions, feelings, and thoughts students are expected to develop as a result of the instructional process. It seemed to us that some way of classifying and ordering the types of responses specified as desired outcomes of education might be useful to a group of achievement examiners (pp. 1-2).

This idea of the human response was discussed by Tyack (1974) in his statement on the implication of the Brown Board of Education (1954) Supreme Court decision:

> In the Brown case the Court affirmed belief in the central "importance of education to our democratic society" as "the very foundation of good citizenship." Indeed, it was because the school was so crucial that segregation on the basis of race denied black children "the equal protection of the laws guaranteed by the Fourteenth Amendment." "Today," said the Court, schooling "is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education (p. 279).

Dewey (1959) has remarked directly on the concept of growth:

> Since growth is the characteristic of life, education is all one with growing; it has no end beyond itself. The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies means for making the desired effective in fact (pp. 50-51).

The goal of child growth and development addresses the human response and the desire for continued growth that is shaped by the school. While difficult to measure, this goal is an important part of school-community relations. Its attainment represents the hopes and aspirations of all members of the school community.

Summary of Goals Component

In this final component in the home-school-community relations model, the goals component has been identified as containing five goals: access, legitimacy, support, achievement, and child growth and development. The goal of access was defined in a previous section. The remaining four goals have each been defined here and sources have been cited in which their basis may be found.

Summary of Conceptual Framework

The conceptual framework presented in this section has been based upon a programmatic model for home-school-community relations. This model is composed of three components--programmatic elements, processes, and goals--that together form an integral whole. The model may be summarized (Raskas, 1979) as:

1. A planned program of activities with stated objectives, specifically assigned staff roles and responsibilities, and a framework for evaluation that would be organized based upon a systematic needs assessment.
2. A set of processes which are operationalized through the program of activities. These processes are analysis, communication, involvement, participation, and resolution.

3. A set of anticipated goals that may be attained based upon the program and processes. These goals are access, legitimacy, support, achievement, and child growth and development (Chapter One, p. 21).

The process variables of communication, involvement, participation, and resolution plus the goal of access derived from this framework are used as the first set of variables in the study. The process of analysis is not used as it represents a function normally performed by school personnel and as such would not be as useful as the other variables in determining parental perceptions of effective school-community relations. The goals of legitimacy and support provide the source of the second set of variables considered in the study.

In addition to the definitions of the variables of school-community relations previously discussed in this chapter, the definitions of school-community relations and achievement follow:

1. School-Community Relations is the outcome connoting reciprocal relations or interactions between home and school (Ingram, 1978, p. 112).
2. Achievement is either (a) a grade (A,B,C,D, or F) indicating a degree of accomplishment in school in reading, mathematics, or language arts or (b) a score on a standardized test like the Iowa Test of Basic Skills in reading, mathematics, or language arts.

Research Questions

This research was designed to measure school-community relations and its impact on student achievement. The measure of school-community relations was obtained by determining the contribution the five variables make independently and in combination. The five variables were then examined to determine what relationship existed among them (independently and in combination) and measures of student achievement.

Measures of school-community relations were obtained by seeking parent and student perceptions of their school's community-relations program. An interview protocol was administered separately to elementary students, their parents, secondary students, and their parents, within the community of Small Town. The students and parents were asked to respond for themselves (personal) and for the school more generally (global) to the questions contained in the interview protocol. These responses were then related to the academic achievement measures of the children.

In the twelve research questions that follow, the types of statistical techniques (correlation or regression) used to analyze the data is indicated. The following section on methodology contains further discussion of these techniques. (Analysis of global data will not be pursued, but will be available by the researcher upon request).

1. What are the relationships among the five variables of access, communication, involvement, participation, and resolution for parents and students in elementary and secondary schools? (Correlation)

2. What is the relationship between the four independent variables of communication, involvement, participation, and resolution and the dependent variable of access for parents and students in elementary and secondary schools? (Regression)

3. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of effective school-community relations for parents and students in elementary and secondary schools? (Regression)

4. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of achievement for parents and students in elementary and secondary schools? (Regression)

5. What is the relationship between effective school-community relations and achievement for parents and students in elementary and secondary schools? (Correlation)

6. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of legitimacy for parents and students in elementary and secondary schools? (Regression)

7. What is the relationship between effective school-community relations and legitimacy for parents and students in elementary and secondary schools? (Correlation)

8. What is the relationship between achievement and legitimacy for parents and students in elementary and secondary schools? (Correlation)

9. What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of support for parents and students in elementary and secondary schools? (Regression)

10. What is the relationship between effective school-community relations and support for parents and students in elementary and secondary schools? (Correlation)

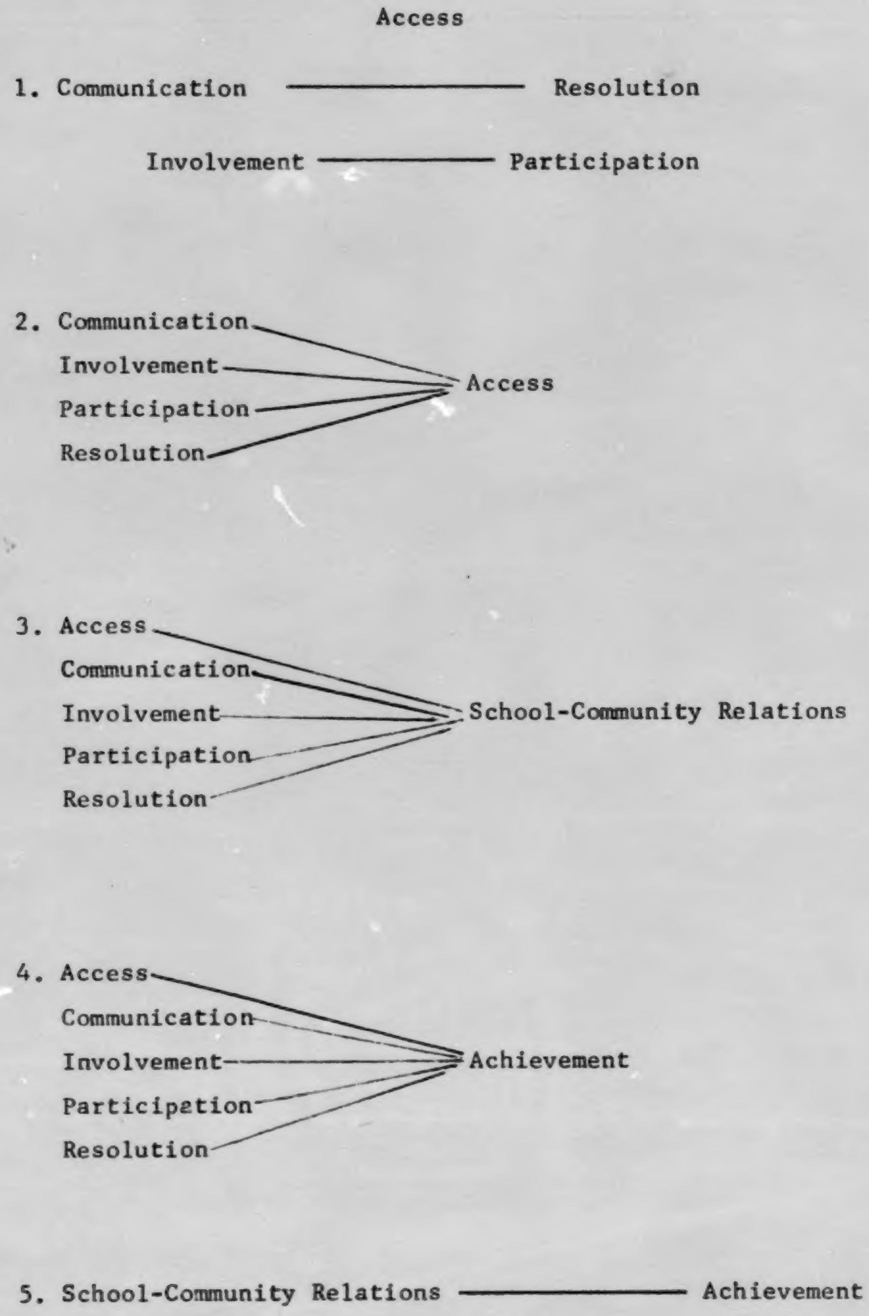
11. What is the relationship between achievement and support for parents and students in elementary and secondary schools? (Correlation)

12. What is the relationship between legitimacy and support for parents and students in elementary and secondary schools? (Correlation)

Figure 2-1 that follows represents the twelve research questions in schematic drawings.

FIGURE 2-1

RESEARCH QUESTIONS


Access
1. Communication
Resolution
Involvement
Participation
2. Communication
Involvement
Participation
Resolution
Access
3. Access
Communication
Involvement
Participation
Resolution
School-Community Relations
4. Access
Communication
Involvement
Participation
Resolution
Achievement
5. School-Community Relations
Achievement

6. Access
Communication
Involvement ——— Legitimacy
Participation
Resolution

7. School-Community Relations ——— Legitimacy

8. Achievement ——— Legitimacy

9. Access
Communication
Involvement ——— Support
Participation
Resolution

10. School-Community Relations ——— Support

11. Achievement ——— Support

12. Legitimacy ——— Support

Methodology

The methodology used in this research was open-ended and focused interviewing based on a previously validated and reliable instrument (Ingram, 1978). The following sections of this chapter cover: specifics of the parent and student interview protocol, site selection procedures, population and sample methods, data collection, and data analysis techniques. Techniques and procedures in this research were based upon the preceding research of the School-Community Relations Project (Ingram, 1978 and Raskas, 1979).

Instrumentation

Five instruments were formulated and used to collect the interview data necessary for this study. The case study interview protocol and the parent interview protocol originated with the Ingram research, the first of the three Home-School-Community Relations Projects' endeavors. Additional questions on support and legitimacy plus an additional questionnaire on a critical incident were added with the second study (Raskas, 1979). This third and final study of the series added an interview protocol for both elementary and secondary students. Each of these instruments is described in the sections that follow.

Case Study Interview Protocol

The case study interview protocol (Appendix A) was used to gather information for the case study presented in the next chapter. Twenty interviews for each school were held with various members of the school staff and selected parents to provide information about the community, the school, and the school-community relations program. The information received focused on both formal and informal programs and activities and provided a strong background of information about the school.

The protocol is similar to the parent interview protocol to be discussed later, except the questions on legitimacy, support, and the critical incident question were omitted, and ratings on the Likert Scale were not used. Raskas outlined the twelve items covered:

1. Introduction: Identification of the interviewer, purpose of the interview, use of interview data, and selection of the respondent.
2. Biographical: Educational background and current position of respondent and names of children in local schools if applicable.
3. Transition to the Interview: Request to focus on specific school chosen for the study.
4. Communication: How information is sent between the home and the school.
5. Involvement: How parents give time and skills to the school.
6. Participation: What part parents play in helping to make decisions at the school.
7. Resolution: What part parents play in helping to solve problems at school.
8. Access: How parents are represented at the school.
9. School-Community Relations: A general question that allowed for additional comments and observations.
10. Referrals: A request for the names of other knowledgeable and informed persons who would be available for an interview.

11. Come-back or Telephone Contact: A request for a second contact if necessary for further information or clarification.

12. Letter of Thanks: A reminder to send a follow-up letter of gratitude for the time spent in the interview.

Although the case study presented the interviewer with the basic focus for questioning, the researcher was not bound to the format of the instrument. Parents involved with the school were asked more detailed questions about that area of their experience. Staff members dealt more with their roles and responsibilities and focused on their own practice of school-community relations activities. Parents of school-age children talked about their own interaction with the school, and, if possible, compared that with an experience from another school. School board members commented on their relationship to the school, their overview of school-community relations practices within the school, their district level role, and their role on committees working with the board and staff. Community members offered a history of the community, observed changes within the school and community, and provided a review of the community's relationship to the school. An attempt was made to cover, at least generally, most of the items on the case study interview protocol in each interview, although additional questions about the school or community were added to gather important background information.

Parent Interview Protocol

The parent interview protocol (Appendix B) was developed for this research by Ingram to measure parents' perceptions of an effective school-community relations program. The protocol consisted of one overall perceptual question measuring parents' perceptions of the effectiveness of their schools' school-community relations program. Five specific questions measured parents' perceptions of the effectiveness of each of the five variables of access, communication, involvement, participation, and resolution. Each of these questions was measured using a modified 5-point Likert Scale (Appendix E). The interview also contained an open-ended question for each of the five variables. Probes were included to help elicit responses when voluntary responses were lacking in depth or direction. Parents were given a modified version of the Likert Scale to use as reference during the focused portion of the interview. The following paragraphs describe the parts of the interview schedule and the procedures used.

The formal interview procedure began with a collection of background data concerning the parent and the student. Information about the study and the interviewer, the use of the results of the interview, and the confidentiality involved, formed the agenda of the introduction. After the student data were checked for errors, a transition was made to the interview itself.

The second part of the interview consisted of the open-ended and focused questions concerning each of the five variables of access, communication, involvement, participation, and resolution. This was the main body of the interview protocol and was not changed throughout the three studies of the project. Validity was secured by Ingram when responses were obtained from a group of thirty-three practitioners and parents who examined the interview protocol to determine its clarity, understandability, and appearance to measure what was intended. Reliability for this research was determined by a test-retest technique, and correlation coefficients were used to assess the stability of the instrument.

Substantive and procedural probes were utilized to elicit in-depth responses during the interview. For example, when talking about participation, the substantive probes were used to determine if parents help make decisions through the P.T.A., Mother's Club or on an individual problem-solving basis with the teacher and child. Procedural probes were used to keep the interview moving and to go into greater detail. They were used to seek information about the current situation changing over time, to discover examples, and to talk about places for improvement in current practices.

After the discussion on a variable was completed, the parent was asked to rate the effectiveness of that variable. This discussion proceeded as follows:

> Now that we have talked about different kinds of parent participation, how would you rate the effectiveness of parent participation at _______ School? In other words, how good is parent participation at ________ School? I would like you to think about your participation personally and participation by parents as a whole. By participation, I mean the part parents play in helping to make decisions affecting their child or the school . . . How would you rate the effectiveness of your participation at ______ School? . . . How would you rate the effectiveness of parent participation as a whole?"

At the end of the discussion, the parent then rated the variable with the use of a modified version of the Likert Scale. The purpose of asking for the two ratings was to determine if parents viewed school-community relations the same for themselves and for other parents. This procedure of first asking an open-ended question and then following with a focused question was utilized for each of the five variables of communication, involvement, participation, resolution, and access.

The next part of the interview protocol involved a set of questions on support and legitimacy. This part of the interview schedule was introduced in the Raskas study where tests were made to insure continued reliability and validity of the instrument. To insure reliability, Raskas followed the format of variable definition and focused questions developed in the Ingram study. Content validity of the questions was secured by responses from thirty-two practitioners and parents including professors of educational administration, nationally recognized experts in school-community relations, parents of elementary school-age children, graduate students in educational administration familiar with the research, and school administrators. Based on their comments, revisions were made to assure validity.

The final part of the interview measured the total effectiveness of the school-community relations program, including a definition and question covering personal and global perceptions. The interview concluded with a request for any information about school-community relations that may have not been previously covered, and a "critical incident" questionnaire to further probe resolution. Permission was sought at the close of the interview to use achievement test scores and grades in language arts, mathematics, and reading, and to interview the students. Upon reading the permission slip handed them, the parents were then reassured of the anonymity of the grades used and were shown a table of how the grades appeared in the previous study. The parents were then told that the student interviews would be based on the same format, would last about 30 minutes, and would occur at school. Once the permission slip was signed, the interview concluded with a thank you for the time spent and for information received.

Secondary Student Interview Protocol

The secondary student interview protocol (Appendix D) was unique to this study and was nearly identical to the parent interview protocol. The protocol consisted of one overall perceptual question measuring the students' perceptions of the effectiveness of their schools' school-community relations program and five specific questions measuring the students' perceptions of the effectiveness of each of the five variables of access, communication, involvement, participation, and resolution. Students were given a modified version of the Likert Scale to use as reference to measured responses. An open ended question was also asked for each of the five variables and probes were used to help elicit responses if voluntary responses were lacking in depth.

The interview procedure followed the same pattern as the parent interview protocol: gathering of background data relevant to the student, supplying information to the student about the study and the interviewer, discussing the variables, and rating responses. Wording was only slightly changed in the interview schedule to reflect interaction between the student and the school rather than the home and the school. Substantive probes reflected the activities, interests, and opportunities appropriate for high school student while procedural probes remained identical to the parent interview protocol. Because of the identical structure of the secondary student interview protocol to that of the parent interview protocol and because of only minor changes in wording and the age of the student interviewed (sixteen to seventeen), no further tests for reliability or validity were attempted.

Elementary Student Interview Protocol

The elementary student interview protocol (Appendix C), modified from the parent protocol for this study, followed the same basic structural format as the parent interview protocol. This protocol consisted of one overall perceptual question measuring the students' perceptions of the effectiveness of school-community relations, five specific perceptual questions for each of the five variables, measured responses on a Likert Scale, an open-ended question for each of the five variables, questions on legitimacy and support, and a critical incident questionnaire.

The interview with the student followed the same pattern as the parent interview protocol: gathering of background data relevant to the student, supplying information to the student about the study and the interviewer, discussing the variables, and rating responses.

Content validity was obtained by interviewing eight fifth grade students in a school not associated with the study. As a result of these interviews, the following changes were made: (a) explanation and examples of variables to be discussed were given before the variable name, (b) re-explanation of the variables read by the interviewer (before the measured ratings) were omitted in favor of a short summary, (c) simplification of some terms and wording of the schedule was made to enhance conceptual understanding, and (d) reference to other students in their room for the global perception was used rather than reference to students as a whole in their school. Reliability of the original instrument in the Ingram study was thoroughly determined by a test-retest procedure. Because of the great similarity in wording and the use of the same question format, it was felt that no further reliability tests were needed.

Critical Incident Questionnaire

The critical incident questionnaire (Appendix G) was added to the parent interview protocol by the Raskas study. In response to the findings of Ingram and the importance of the resolution variable, Raskas added this additional question to determine what types of issues were of most concern to parents. He cited as the basis for this technique, a discussion by Flanagan (1954):

> The critical incident technique outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria (p. 327).
>
> It is clear that the critical incident technique is essentially a procedure for gathering certain important facts concerning behavior in defined situations (p. 335).

> Such incidents (critical ones) are defined as extreme behavior, either outstandingly effective or ineffective with respect to attaining the general aims of the activity (p. 338).
>
> In summary, the critical incident technique . . . obtains a record of specific behaviors from those in the best position to make the necessary observations and evaluation (p. 355).

The emphasis used in this study was in the selection of one specific incident or occasion where the processes of resolution was necessary. The question was asked of both parents and students.

Site Selection

Schools selected for the series of studies in the Wisconsin's Home-School-Community Relations Project were chosen to meet the following primary criteria: (1) a complete enough school-community relations program to allow for variance in parental ratings of program effectiveness, (2) a sufficient amount of activities so that variance is evident when each of the five variables is being rated, and (3) a sufficient degree of stability in the tenure of the school staff and building principal so that some degree in the continuity of the school-community relations program is assured.

Further selection of research sites for the series of studies was based on an attempt to replicate each previous study and at the same time add variance in the nature of the schools selected. Ingram's study was conducted in a predominantly lower class, urban, black school. The Raskas study was conducted at schools that varied primarily by socio-economic status: (a) a rural, market town, and (b) a middle-upper class suburb. This study was conducted at an elementary school and at a high school in a small, middle-income community. Along with the new added variance of a high school level parent interview, was a new added variance of student interviews at both the secondary and elementary level. Consequently, the necessary criteria for site selection in this study also included: (a) a site with a local K-12 system, (b) grade five as part of the elementary school, and (c) assessability to both schools within the same community.

Site Visits

The Small Town School District was the first of three sites considered for the study. The second site was then already involved in an on-going research project and the third possibility was a participant in the University's field methods class. After an initial contact by phone, the researcher and her faculty advisor met with the superintendent of the district. At this time an overview of the proposed study was presented, including responsibilities for staff members and school administration. Several written summaries of the study (Appendix F), a parent interview protocol, and a copy of the previous Ingram study were given to the superintendent for further reference and for distribution among the building principals. An attempt was made during this meeting to present a general overview of the study and to focus on concerns of participation rather than specific details which could be worked out with the principal at a later date. The meeting ended with the agreement that the proposal would be introduced and decided upon at the next Administrative

Council meeting. The following week, word of the proposal's acceptance was received so no further school districts were contacted.

The next site visits by the researcher and her faculty advisor took place at Small Town Senior High and Small Town Elementary School to meet with the building principals involved. The following items were discussed with the principals: (a) their time commitment to the study, (b) staff time commitment, (c) general procedures for case study interviews, (d) procedures for parent and student interviews, (e) accessability of student records, (f) criteria of students eligible for the sample, (g) letter to be mailed to the parents introducing the study, (h) student permission slips, and (i) time of researcher involvement at the school. After this visit the next few weeks are spent drafting a letter to the parents (Appendix M), permission slips (Appendix P), student information forms (Appendix H), and tally sheets (Appendix I).

The third visit to Small Town involved meetings between the researcher and each building principal to answer any further questions and to go over letter drafts for accuracy. At this time, the secretary of each principal was assigned as a main contact for further information to the researcher.

Population and Sample

The second and third site visits by the researcher with the building principals included discussions of appropriate methods of population and sample identification. Concern over the legality of a third party's entrance into student records required the hiring of each secretary to record the data. This process involved collection of data twice during the study: (a) to record the child's name, address and parent's name of each student meeting the criteria outlined in the next subsection, and (b) to record the child's last quarter grades and achievement test scores after the permission slip had been signed by the parent.

Population Selection

An information sheet (Appendix J,K) explained to each secretary the criteria that each student must meet before he or she could be considered part of the population for the study. The desired population consisted of those students in each school who had met the following criteria: (a) enrollment in the 5th (11th) grade, (b) three continous years of attendance in the school, (c) complete records for achievement tests given the previous fall in reading, language, and math, (d) freedom from unusual or exceptional needs (special education, etc.), and (e) freedom from unusual moving patterns (i.e. migrant populations). The excluded students were then recorded on a tally sheet (Appendix I). The students that met the criteria were recorded on a student data record form (Appendix H) that included: (a) child's name, (b) child's nickname, (c) grade, (d) date of birth, (e) date of enrollment, (f) name, address and phone number of the parent or guardian, and (g) a checklist to assure that all criteria had been met.

At Small Town Senior High, 254 students were enrolled in the eleventh grade and 200 met the complete population criteria. Of those that did not meet the criteria, 15 did not meet the three year enrollment criteria, 28 were eliminated due to incomplete achievement test scores, one did not have complete quarter grades, and 10 were students with exceptional needs. The 200 students meeting the criteria and their parents formed the population at Small Town Senior High School.

Small Town Elementary had 137 students enrolled in the fifth grade. At this level a slight change in criteria was established. The Small Town School District had four elementary schools. Student redistribution and enrollment patterns between these four schools brought the possibility that there might have been few fifth graders meeting the criteria of three continuous years within Small Town Elementary School. The initial fifth grade population then became the students who met all other criteria and who had been enrolled in the district for three continuous years. Also recorded with this initial elementary population was their date of enrollment at that school, fulfilling the original criteria expectation. Of the total student enrollment in the fifth grade (137), 19 students did not meet the three year school district enrollment criteria, one was eliminated due to incomplete test scores, 12 were children with exceptional needs, and one was a student with an unusual moving pattern. Of the 102 students in the initial "district" population, 51 did not meet the criteria of three continuous years at Small Town Elementary, leaving

51 students and their parents to form the study's elementary population.

Sample Selection

At the high school level, each student meeting the criteria had a student data record form (Appendix H) filled out by the secretary including name, parents' name, address, and phone number (no grades). These 200 students were then given a "population number" on their form. Using a random sampling program (Spuck and McIsaac, 1971), a sample of 60 was chosen from the population to assure at least 40 complete parent interviews and 40 complete interviews of their 11th grade children. These 60 student record forms were pulled from the original population and given a new "sample number" from 1 to 60. Once an interview was complete with the parent, a final "code number" (from 1 to 40) was placed on the completed parent interview form, the student sheet where grades would be recorded, the student interview form, and the permission slip (Appendix P) releasing the student grades and granting permission for the interview. This "code number" became a valuable tool for linking interviews quickly, assuring the presence of a signed permission slip, and providing for anonymity when grades were released and recorded.

At Small Town Elementary School, 51 students in the fifth grade met the double criteria of enrollment in the district and enrollment in that school for three continuous years. This population of 51 students then became the sample population. Because of the small population size, no random sampling techniques were necessary. These student data record forms were then given a sample number from 1 to 51. As a parent interview was completed, a final "code" number and letter (to keep 11th grade and 5th grade interviews sepearate) were placed on the interview form, student data sheet, permission slip, and student interview form.

Data Collection

Six types of data collection were necessary for this research: (a) case study data, (b) parent interview data, (c) elementary student interview data, (d) secondary student interview data, (e) elementary student achievement data, and (f) secondary student achievement data. Methods of data collection are discussed in the following subsections.

Case Study Data

A series of twenty interviews for each school were held with various members of the school staff and selected parents to provide information for the case study of the school, the community, and the school-community relations program. The case studies focused on both formal and informal programs and activities through which members of the school staff and community related. It also provided a background of the school and gave the interviewer the language and a sense of the community. Case study data included visits at the school and meetings with the district administrators along with the building principals. School documents, notes sent home by the staff, administration notices, and informal talks were a part of information gathering. Raskas (1978) felt that a part of the case study involved a certain degree of participant observation as described by McCall and Simmons. To them this method:

> involves some amount of genuinely social interaction in the field with the subjects of the study, some direct observation of relevant events, some formal and a great deal of informal interviewing, some systematic counting, some collection of documents and artifacts, and open-endedness in the direction the study takes (p. 1).

School Site Visits. After an initial meeting with each principal and a subsequent meeting to outline procedures and personnel roles during the research, a third meeting was conducted where each principal was asked to talk about his school and its school-community relations program. Interviews with the administrators, the two principals, and the district superintendent, were the first case study interviews to be completed. The previous studies by Raskas (1979), Bartels (1978), Ingram (1978), Klenke (1975), and Miles (1975) provided a series of questions to be asked at this visit (Appendix L). At the close of these interviews, a list was made of active or knowledgeable parents, school board members with children enrolled at that school, teachers, recent school committee members, aides, and long-time support staff. This provided a base list for possible case study interviews. Once other case study interviews were begun, referrals were added to the base list.

Case Study Interviews. Twenty interviews by the researcher were needed for each school site. Even though the two schools were part of the same community, efforts were made to choose those community members most involved with one school. The breakdown for interviews at Small Town Senior High included: four active parents, two school board members, two members of school advisory councils, four members of the support staff, one counselor, one assistant principal, and six teachers.

When staff members were chosen, the researcher attempted to interview a person from each department: athletics, music, language, English, art, science, mathematics and agriculture. A notice (Appendix O) describing the study and its purpose was included in the Principal's Newsletter, a periodic publication available to all the staff, two weeks before interviews began. The researcher set up interviews to be conducted during a teacher's free period and placed notes (Appendix U) in individual school mailboxes notifying each person to be interviewed the topic of the interview, time and place, and the person to contact if the time was not appropriate.

Case study interviews at Small Town Elementary included: two school board members, a newspaper editor, two active members of the community, four concerned or active parents of children attending Small Town Elementary, four support staff members, and seven teachers. A staff notice describing the study and its purpose was distributed to the teachers in their school mailboxes. Teachers to be interviewed were chosen by grade level, special areas of instruction, and length of time within the school. They were contacted by phone to arrange a time and place for the interview.

Members of the community for both schools were contacted by phone for the interview. At this time the study was explained, the interviewer was introduced, and a request for the interview was made. The interviews were held at the interviewers home or at the school, whichever was the most convenient for the person granting the interview. Most interviews were held at the school in a spare room provided by each building principal. Thank you letters (Appendix Q) were mailed to each person the day following the interview to help verify their importance to the study and to rethank them for their time spent with the researcher.

Case study data included: (a) twenty interviews for each school site, (b) a collection of documents including school notices, newspapers, newsletters, previous school surveys and research, community histories and Chamber of Commerce publications, and (c) observations and informal conversations at each research site.

Parent Interview Data

All parents of students included in the final sample that met the criteria were sent an introductory letter (Appendix M) written on University R & D Center letterhead and signed by the researcher, the faculty advisor, the district superintendent, and the building principal. The parents were then contacted by phone. An introduction was made, questions answered, an interview requested, and date, time and place arranged. The researcher allowed an hour between each interview, and no more than six were scheduled each day. Extra time was needed at the end of each day to go over and clarify notes made, record and number each interview, permission slip, and student interview to be done, and type up thank you letters. Forty parents at Small Town Senior High were interviewed first, the forty correlating high school students, then the forty parents of Small Town Elementary and their forty fifth grade school students. At each site, parent interviews were completed and permission slips were signed before student interviews began.

Secondary Student Interview Data

A signed permission slip by the parent was a prerequisite to each student interview. The students were contacted by phone in the evening and had often been informed about the study by their parents so that little formal introduction was needed at that time. Permission was given by the principal to talk to students during free periods, before and after school, or during classtime if no other arrangements could be made. The nurse's office, only used two mornings a week, made an excellent place to conduct the interviews. A time was set by the student and researcher. Before school, the day of the interview, students picked up hall passes at the principal's secretary's desk. Students neglecting to pick up the passes, were called to the office during second hour announcements. If the students did not appear, a phone call that evening reset the date for the interview. Because thank you letters had already been sent to the parents, no further letters were mailed. However, at the completion of the high school interviews, the researcher made herself available for questions and further discussion during two hours of one lunch period. An announcement was made that morning, and students could come to talk to other students and the researcher if they so desired.

Secondary Student Achievement Data

Once the permission slip was signed by the parent releasing student grades and the interviews were completed with the parent and student, the secretary recorded achievement scores on the student data forms (Appendix K). This set of data included: (a) achievement test raw scores in reading, mathematics, language arts, and the cumulative rank, and (b) grades for the most recent class taken in reading, mathematics, and language arts. Because no classes at this level corresponded to a class in reading, the reading comprehension score found on the achievement test was used. Achievement test data were current that previous fall. Grades were current for that year, or the previous year, if the student had no current classes in that area. Numerical equivalents for letter grades were then assigned as follows: A = 4, B = 3, C = 2, and D = 1. This allowed for statistical analysis and programming.

Elementary Student Interview Data

A parental interview and a signed permission slip were a prerequisite to each elementary student interview. Before student interviews began, the researcher met each fifth grade teacher and explained the study, talked about the student interviews, and worked out a procedure for conducting the interviews. Students from the sample were in all five of the fifth grade rooms. Each day, interviews were held with the students of the sample from one room. The morning of the interviews for that room, the researcher was introduced, the purpose of the study explained, the procedure for choosing students talked about, and questions answered. After this brief talk, the researcher gave the list of students to be interviewed to the teacher who recommended the order taken so that important classtimes for that student would not be missed. Each interview was conducted in a small room made available to the researcher by the principal. Extra time was spent with each student building trust and creating a free sharing atmosphere, an important part of an interview at this age level. At the close ofthe interview the students were thanked for sharing their feelings and information about the school. When each room's interviews had been completed, the teacher was thanked in person and an additional thank you letter was mailed (Appendix R) the next day.

Elementary Student Achievement Data

When all the fifth grade interviews had been completed, the secretary collected the achievement data from the cumulative records, using a form for this purpose (Appendix H). Raw achievement test scores were recorded for reading, language arts, mathematics, and the composite ranking. A numerical equivalent was recorded for letter grades in reading, mathematics and language arts for the latest grading period. Letter grades, usually not part of Small Town Elementary's grading system, were supplied by the teachers for each student interviewed and were anonymously corresponded by each interview's final "code" number. The letter grades were then transposed to its numerical equivalent based on a four point scale.

Ethics and Anonymity of Data

The use of field methodology and the use of student cumulative folders for data collection raised some ethical questions. Several efforts were made to preserve the anonymity of the respondents while interpreting their comments without meaning distortion: (a) names of all persons and places were changed to protect the identity of the city, school, and individuals who participated in the study, (b) quotations were kept anonymous, (c) pronouns indicating the sex of the individual were occasionally changed, and (d) official documents containing the name of the school were not cited as references unless the name had been deleted or changed.

Student grades and achievement test scores were not collected until their use was explained to the parent. Signed permission was given before achievement data was collected and student interviews began. Data was collected by an employee of the school, the secretary, and a number coding system (explained earlier) assured continued anonymity of achievement scores and student grades.

Data Analysis

Two types of data analysis were used in the study: (a) descriptive material and facts included case study interviews, and (b) open-ended questions of the parent and student interviews. This composed the base of the field data. Numerical data was gathered directly from the focused questions (the Likert Scale rating of the parent and student interviews) and the student achievement records. This collection of quantitative data provided the base for statistical analysis.

Field Data

The case studies found in Chapter III are the culminating product of the field data gathered during the research project. The field data used to describe the research site and to make preliminary conclusions not only included the case study interviews, but also the following: (a) notes from the open-ended questions in each student and parent interview, (b) visits and observations at the school, (c) informal meetings with principal and staff, (d) school documents, (e) notes and notices sent to homes with students, and (f) community newspapers. An examination of this field data provided a background for the community and the school, a description of the school-community relations program, and the basis for tentative conclusions or implications.

Statistical Data

Three statistical techniques were used to analyze the data in the study: (a) coefficients of correlation (Pearson product-moment correlation), (b) step-wise multiple regression, and (c) path analysis. The Statistical Package for the Social Science or SPSS (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975) provided a unified and comprehensive package that enabled the researcher to perform many different types of data analysis in a simple and convenient manner.

Correlations. Pearson product-moment coefficients were used to indicate the degree to which a variation or change in one variable was related to a variation or change in another variable (Garnett, 1966). These correlations determined the relationships found in research questions one, five, seven, eight, ten, eleven, and twelve. They were used to determine: (a) the relationships among the five variables of school-community relations (communication, involvement, participation, resolution, and access), (b) the relationship between effective school-community relations and student achievement, legitimacy and support, and (c) the relationships between achievement, legitimacy and support.

Regression. Forward step-wise multiple regression was used to examine research questions two, three, four, six and nine. In this procedure, the variable that explained the greatst amount of variance in the dependent variable was entered first. The variable that explained the greatest amount of variance in conjunction with the first was entered second and so on. Variables continued to enter this equation as they were able to explain the variance that remained unexplained by the previously entered variables. As noted by Hays (1973), the purpose of a regression equation is to determine which of the several independent variables best predicted the value of a dependent variable. This procedure was used in this study to determine: (a) the strength of the relationships among the four independent variables (communication, involvement, participation, resolution) to the dependent variable of access, and (b) the strength of the relationships among the five independent variables and the dependent variables of effective school-community relations, student achievement, legitimacy, and support.

Path Analysis. Path analysis was utilized in this study to determine whether certain selected variables of school-community relations (communication, involvement, participation, resolution, and access) acted as an intervening variable that mediated the effect of the other independent variables (in the regression equations) on the dependent variable. The variables selected for this statistical treatment were chosen after the primary analysis of the data with forward step-wise multiple regression (Raskas, 1969).

Goldberger and Duncan (1973) characterizes path analysis as:

1. Relating primarily to the analysis of non-experimental data and the absence of laboratory or experimental controls,
2. Employing hypothetical constructs to specify presumed but latent variables which, though not always directly observed are implied in the relationships with the observable variables, and
3. Utilizing a systems orientation reflected in the use of sets of interacting relational equations.

In order for the procedure to be validly applied, the researcher must have made explicit theoretical formulations of causal relationships within the program and any associated assumptions. Path analysis then provided a means of empirically testing the tenability and consistency of the assumed relationships. It forced a sharpening and testing of both the logical and empirical basis underlying causal claims (Ingram, 1978). As summarized by Raskas (1979):

> While causation cannot be unambiguously demonstrated using path analysis, some causal patterns can be rendered more believable than others. Path analysis requires the construction of explicitly formulated alternative structural (causal) models which imply different patterns of relationship among the variables. It makes the underlying causal reasoning explicit in the form of path diagrams and structural equations. Regression analysis is then used to construct "path coefficients" (beta weights). Models that are inconsistent with the data are then rejected, while those not rejected are considered as plausible causal patterns to be further studied.

Smith and Murray (1977) listed a set of assumptions that have to be met in order to obtain valid results from the path analysis technique:

1. A clearly defined, explicitly specified causal system which includes all relevant variables is assumed.

2. The form of the model must be correctly specified with variables ordered correctly from the point of view of both theory and measurement procedures.

3. Within the structural model a change in one variable is always a linear function of changes in other variables.

4. Dependent variables are assumed to be uncorrelated with each other.

5. Hypothetical, unmeasured variables are assumed to be continuous.

6. Measurements are assumed to have a high degree of reliability and validity (low measurement error).

7. The data must meet all multivariate regression assumptions including:

   a. interval scale measurement,
   b. homoscedasticity,
   c. relatively low intercorrelations among causal variables predictors,
   d. linear and additive effects among variables,
   e. residuals are uncorrelated with a mean of zero and unit variance,
   f. fixed effects independent variables (p. 6).

Each assumption was met by the data obtained in the study and the results from the path analysis procedure are found in Chapter IV.

Limitations of the Study

This study included several limitations. The conclusions drawn and data gathered may be specific to each school used in the study, thus leaving open the question of generalizability. Perception of respondents also may not accurately reflect the school's school-community relations programs, processes, and activities. Related limitations may be found in the development of the conceptual framework, the interview instruments, and the possibility of unique incidents occurring at the various research sites. This research may have specifically been limited by the school board and teacher dispute over contracts, subsequent negotiations, and low in-school morale at the time of the study.

CHAPTER III

SMALL TOWN ELEMENTARY AND SMALL TOWN SENIOR HIGH: TWO CASE STUDIES OF A COMMUNITY'S SCHOOLS

Chapter Three describes the community of Small Town, one of its elementary schools and the senior high school. These descriptions provide possible explanations for statistical findings. The second part of each school case study describes existing practices that are a part of its school-community relations program.

The Community of Small Town

Small Town is a growing community situated in the bend of the Roy River. The rolling hills of the surrounding area are not only beautiful but also are rich and productive farm land. A nearby metropolitan area offers cultural and educational opportunities. Increasing numbers are moving to Small Town to benefit from these factors in addition to the lower taxes and smaller school district.

History

The first settlers of Small Town consisted of Easterners, then heading West in large numbers, and Scandinavians, looking for productive farm land. Mr. Luke Town, one of the state's pioneers, had long noted the water power and other advantages which this location offered a newly formed village. On July 3, 1847, Luke bought 800 acres of land for $2.60 an acre, the beginning of Small Town. Soon the village had a saw mill, a dam, a store, an inn, a doctor, and a railroad. Throughout the 70's, 80's and 90's, Norsemen continued to settle in Small Town until it was almost entirely a Norwegian community. It was called "Little Norway".

This Norwegian heritage has had an impact on community life as well as on the schools. Residents of the community remember twenty years ago when Small Town was still predominantly Norwegian. Their native language was spoken on the street and the people remained closely knit to their ethnic background. In spite of its own industries, Small Town has become more of a bedroom community as newcomers continue to move in but still work in the metropolitan area. As the Norwegian heritage is diluted with newcomers moving in and with second and third generations replacing the original settlers, some people feel that their "unity" is lost and that the strength of community caring has lessened. Others feel the benefits of the change as different groups come into the community with new ideas and new customs. One lifelong resident remarked, "It's gotten better. The people of Small Town are more outgoing. They used to be locked into their own ethnic traditions."

Some Norwegian practices, affecting both the school and community, remain unique to Small Town. Rosemalling, a Scandinavian type of tole painting, can be found on community store windows, trash cans, and other unexpected places, especially during the celebration held in May, "Syttende Mai". Plans begin months in advance as the community readies for this event. Younger children march in the parade in their Norwegian costumes. Elementary students prepare for Norwegian smorgasbords during school hours and the teachers and children stay after classes to work together on troll heads for the "Ugly Troll Contest". Even though a few weeks of school remain, this day marks the end of the school year for some high school students. Absenteeism then becomes a larger problem. Also within the high school, the Norwegian Dancers are the community's ambassadors as they travel throughout the state and country carrying the image of "Little Norway".

Other practices of Small Town are thought to be of possible Scandinavian origin. First, is the concern Small Town people have for their aged. Scandinavian countries do have great concern for the elderly and this is shown in Small Town by their large number of nursing homes. This community concern for others also reflects itself in the large number of Martin Luther Homes which care for foster children and runaways. Both of these groups have their effect upon the school and community. The elderly tend to resist large school expenditures, and the foster children present special problems to the schools and their teachers. Another, newer group within the community that presents Small Town with special needs and problems is a small settlement of Cambodians. This group, sponsored by Small Town's churches, has been entering the community since 1975. Numbering now about thirty, these people are helped and taken care of with almost total community donated time and resources.

Growth

Small Town has experienced a 25 percent increase in population from 1970 to 1977. Most of the growth has been on the Northwest side closer to the nearby metropolitan area, in spite of city-wide efforts to encourage growth to the South. The number of homes being built in Small Town, however, do not increase the "child" population of the community. A slight student decline is being felt at the high school and elementary level, but Small Town Elementary remains crowded due to its location in the area of the greatest residential development.

Small Town Schools

For a community of 7,000 Small Town has a large number of schools. Small Town Senior High, built in 1967, is located on the west side of the city. Current enrollment is close to its 1,200 student capacity. Recreational facilities include an indoor "community" pool, tennis courts, ball and track fields, and an arboretum.

The grade and middle schools employ about 120 teachers, plus counselors, speech therapists and psychologists. Children are transported over 90 square miles to the schools. Approximately 50 percent of these children are from rural areas.

Middle school includes grades 6, 7 and 8 with an enrollment of less than 800. Extensive renovation is currently being done to renovate and "energize" the older buildings.

Kay Elementary School is located on the east side of the city. Built in 1962, it has a current enrollment of about 500 students. Small Town Elementary, the grade school used as the research site, is located on the northwest side of the city. It was built in 1960 and has a current enrollment of close to 600.

The smallest and oldest schools in the city are the East, West, and South Schools which serve their immediate neighborhoods for the first few grade levels. East and South include second and third grade and each has an enrollment of about 75 students. West includes grades one and two and has a similar enrollment. These three schools provide the center for the issue of the "Small School" in the community. The schools are small, in need of repair, and are expensive for the district to maintain and heat in the winter. In the past, the children in the attendance areas of these schools would go to Small Town Elementary for Kindergarten. The "walkers" then would go back to their neighborhood schools for either first and second or second and third grades. They then would return to Small Town or Kay Elementary for fourth and fifth grades before entering middle school for sixth, seventh and eighth grades. If attendance in any elementary school is low, the practice is to bus rural students to the school low on enrollment for that year.

Even though children may change schools several times during their elementary years, parents like the "close and warm" atmosphere of the small schools and protest against administrative efforts to close them. In response to the closing of East School and the possible future closings of South and West Schools, many studies were conducted to look at the problem. The board then sent a letter to parents of these children and other elementary students in the community, asking for attendance in these schools to be strictly on a voluntary basis. Grades from one to five would be included if sufficient enrollment justified. For the parents who describe small schools as having "an entirely different feeling" or as being "like a big happy family", their small school experiences will continue for awhile.

A Lutheran and a Catholic School have been operating within the community for many years. Another Christian Day School is opening this fall for Kindergarten through second grade. These private schools take some of the population burden off the public elementary schools and also offer parents an educational alternative.

Economy

Small Town is situated within the state's largest agricultural county. Even though it remains a partial bedroom community to the metropolitan newcomers and has its own small industries, agriculture continues to greatly influence Small Town life. The number of farms in the Small Town area has declined while the average size of farms and land values has increased. Crops include corn, alfalfa, oats, peas, sweet corn, soybeans, and tobacco. Of all the crops, or raising of livestock, perhaps tobacco has the greatest impact upon Small Town. Business and professional people of the community at times must wait for a customer's "tobacco check" to arrive before they receive payment for goods or services. Tobacco chewing and spitting has been a problem at the high school. During harvest time in the fall, many students must be excused from school to work in the fields. At least 50 percent of the high school students work in tobacco fields part of the year. If an early frost threatens tobacco crops before harvest in the fall, some high school students may be excused to help save the town's tobacco economy. The "tobacco money" received working in the fields may have an impact not only on the community but also on the individual students. One teacher and Small Town resident felt that some of the students had their sense of values changed because everything came so easy to them with the high income earned in a short period of time. "Some students have carried hundreds of dollars in their pocket and think nothing of taking a date for a $40.00 meal". School work and life style may also be affected by their increased ability to take "family vacations" during the school year. No other town industry or agricultural practice appears to have such a large influence on the school system and some individual students.

Government and School Board

Small Town operates under the Mayor-Council form of government. Under this form of government, an elected mayor and twelve elected aldermen form the city council. Several community members who were interviewed spoke of the lack of a formal connection between the city council and the school board, the lack of interaction and cooperation in general, and the desire for greater cooperation. One council member stated, "I would like to see the city get more involved with the school". As it exists now, the primary link between the two is the newly hired city recreation director who is in touch with the schools for use of facilities for local recreational programming.

The school board consisted of seven members with a July election before it was changed in 1955 to a nine member board elected in the spring. Three new members are elected each year. At the time of this study, the board and the Teacher's Union were in the middle of a contract dispute that has lasted for over two years. The effects of the dispute are seen within the community as editorials in the paper and communication within the neighborhoods show a continual division among the people. As time goes on and the issue remains and factions become more angry, not only will there be a division between the newcomers and the older residents of the community, a division between the city council and the school board, but also a widening division among the teachers, the school board, administrators, and members of the community.

Research Studies

Because it is located fifteen miles from a metropolitan area containing a large state University, Small Town has been "studied to death". The administrative council each week rejects or accepts research proposals from the University, students, or the State Department of Education. Two of the biggest projects on a district wide basis took place in 1974 and 1976. The 1974 project was "A Study of the Organizational Structure of the Small Town Public Schools" and was carried out by the Department of Educational Administration from the University. The purpose of this study was to analyze the organizational structure of the Small Town Public Schools, explore the nature of present and future needs for administrative and supervisory personnel, and make recommendations to the Board of Education and Superintendent of Schools. One finding that pertains to this report is the conclusion that "there is a lack of communication within the school district and within the community". They recommended the following to the Board of Education:

a. Each board member visit and observe in each school of the district each semester.

b. Representatives of the teaching and non-teaching staff continue to attend regular, special, and committee-of-the whole meetings of the Board.

c. The process be systematized whereby the staff may submit items to be included on the agenda of board and district committees.

d. The board continue to review regularly reports on the instructional program.

e. The administration and staff make increased use of the public media to communicate instructional progress and achievement.

f. A representative from the district be appointed to maintain liaison with other governmental agencies.

This study was authorized by the Board of Education. Members of the school district's professional and non-professional staff took part, and all recommendations were presented to the board upon its completion.

A second study began in 1976. It had it's inception in the State Department of Education. For the Board of Education, it was a way to give credence to themselves and to start long range planning rather than going from crises to crisis. With the help of the State Department, the board pulled together a committee of forty community people to do the study entitled "A Needs Assessment: A Report of What is and What Needs to be."

> A tone of skepticism was pervasive throughout the first meeting. Busy community citizens were hesitant to involve themselves in a time consuming project and were highly suspicious that the assessment result would not receive the board's serious consideration. They viewed Needs Assessment as just 'another study'. In general, many said, 'why bother'? 'The Board won't do anything about the findings anyway.' As a result of the skepticism, many Committee members were not willing to participate or expressed apathy in the earlier stages of the Study.

This time the community and students were included in the assessment of the strengths and weaknesses of the school system. Recommendations were again then presented to the board in the following areas: physical environment, discipline, competency, self-determination and school unity, budget priorities, and communication. In the area of communication, the committee recommended the following:

a. A regularly published newsletter from the school system to the community should be created.

b. Regular and frequent question and and answer sessions between students and administrators should be established.

Most of the recommendations made to the board were implemented. Even with the effectiveness of this study, a part of the Small Town community questions the value of its input. Some committees are formed only to be disbanded. Parent groups are formed and, with each meeting, attendance dwindles.

Implications for the Study

A description of the community of Small Town has been presented as the first part of the case study. With this discussion, it is now possible to look at the implications about the research site that might affect the interpretation of the statistical data. The school is a part of the community and reflects the history, the beliefs, and the life styles of the people in it.

1. Small Town community has a strong Norwegian background. A part of the newcomers are alienated by the closeness associated with the ethnic traditions, while others are attracted by it. These strong ethnic values and traditions cause a division between community members.

2. Community members feel a need for more information and more influence in making decisions at the district level. Apathy is evident when citizens are asked to serve on committees. The community has had experience with many committees that have had little affect upon their lives.

3. The community of Small Town and its schools have been the subject of many University and Department of Education studies because of its accessability. This has affected teacher and community member attitudes. All question the value of studies, are hesitant to participate, and generally want little to do with them.

4. The community is still greatly influenced by its tobacco economy. Students begin work in the fields at an early age and whole families help harvest the crop in the fall. Income, attitudes, and school work may be influenced by the success of a tobacco crop.

Small Town Elementary School

Small Town Elementary is a school that resembles the beliefs and the attitudes of the people in the community. While the school serves a wide mix of children from families of various income levels and backgrounds, the school also reflects the Norwegian heritage through participation in school activities and community customs.

Physical Plant

Small Town Elementary was built in 1960 and was the community's first large elementary school. In 1962 an addition to the building doubled its capacity. The building again was expanded in 1973 when the courtyards were enclosed. In the two new large rooms that were made in 1973, movable walls were installed to allow for a flexible classroom arrangement. Every year these walls are changed in some way to allow for greater classroom experimentation.

Population

Because of Small Town Elementary's location near growing residential sections, its school population has remained stable but crowded with about 600 students. A slight decline in their enrollment is hoped for to allow for at least one extra classroom. While the district percentage for children bussed to school is about 50 percent, only 30 percent of Small Town's Elementary's children are bussed and the remaining 70 percent are "walkers".

The Roy River, which runs through the center of town, divides the school population of the two large elementary schools. In general those children west of the river go to Small Town Elementary, and those east of the river go to Kay Elementary. Rural areas are divided by a nearby lake, letting those west of Lake Kay go to Small Town Elementary, and those east of Lake Kay go to Kay Elementary. These enrollment patterns may vary from time to time to balance out the individual school's enrollments. These enrollment patterns allow for the schools to make the best use of school facilities and can alleviate overcrowding or under enrollment. This presents a problem for parents when several elementary students in the same family attend different schools or when students must adjust to several new schools.

Overcrowding does exist at Small Town Elementary, not so much because of the number of students per classroom, but because of the shortage of classrooms. Extra rooms are not available. Some sharing does occur for special teachers, and all-school programs or productions for the parents have been eliminated because of lack of space.

The average income of parents range from ADC to upper-middle class. At Small Town Elementary School there is a large number of working mothers. This has made it difficult to get daytime volunteers at the school. For example, last year a survey of parents found only 19 mothers available during the noon hour for help in the lunch room. Not only has the availability of mothers changed over the last few years, but also has the number of families involved in the school. In the past there were 250 families, many with 3 to 5 children. Now there are 350 families and few have 3 to 5 children. This factor is evident when very large numbers of families, all-school programs have become an impossibility.

Special Educational Programming

For Small Town Elementary mainstreaming within the school is in its sixth or seventh year. After a few years of struggling with the issue and the programming, the special areas are running smoothly and support staff help teachers with the children and their special needs. Special programming includes the following:

1. LD The Learning Disabilities program includes about 20 children who are mainstreamed 1/2 day and who are then in the resource room 1/2 day. This program has a separate special teacher and an aide, and involves set procedures for parental contact and involvement. A call or note from the teacher explains the program to the parent and how they can help their child. Total involvement depends upon the child and the parent. If problems stem from the home or carry over into the home, more parent involvement is necessary and more home visits are made. As in most of these programs, the amount of involvement of each parent with their child and with school depends upon the child's need and largely upon how much the parent chooses to do. Parents determine their own amount of involvement. The LD program is also unique in several aspects. The program itself defines the parent's role. Because there is not the stigma attached to it as with the mentally retarded programs, the role of communicator to the parents is much easier and "nicer". Work with parents is positive and usually not extensive.

2. TMR The Trainable Mentally Retarded number 4 or 5 children grades 1-5. All are mainstreamed. These children require a full time specialized teacher hired only for this purpose.

3. EMR The Educationally Mentally Retarded include 7 children, grades K-3. All children are mainstreamed and parental involvement is somewhat greater than in the TMR program.

4. ED The Behavioral Disability Program has 11 children in grades K-5. These children largely come into the program by referral of the classroom teacher. This program has the strongest need for parental involvement since most of the problems of the student relate to the home life the child experiences.

5. Pre-School Program Eighteen children participate in this program. A community-wide screening of 2 1/2-3 1/2 year olds uncovers any developmental disability. This classroom is totally self-contained, operating on a half day basis. The program has a built-in home visit component, with ongoing home visits for all children involved.

6. Speech & Language About 30 children have been referred to this program from classroom teachers. Children participate 1/2 hour a day and parental involvement is relatively limited except for initial contact.

7. Title 1 Title 1 has about 30 children and a component of parental councils and school-community relations built into the system. None of the others have such extensive guidelines for parental involvement. The budget is based on parent participation. Meetings are held, committees are formed, and programs offered to parents helping them learn how to help their child.

All the special educational programs have had their beginnings at Small Town Elementary within the last seven years. Teachers and parents of the 50 children involved feel that the programs are successful. While the number of children in the program keeps increasing, the School Board's decision not to give any more special education funding may present future problems.

Staff

Small Town Elementary is organized on a unit system. Each of the five units has a full time teacher's aide and is organized by grade and physical location within the school as follows: K-1, K-2-3, 2-3, grade 4 unit, grade 5 unit.

An Instructional Improvement Committee consists of these five unit leaders, the principal, the IMC Director, and a representative from music, art, and physical education. The committee meets every other week and is the primary communication network for the building. A new "multi-unit organization" is now being considered. This "in school" study is taking a look at what is being done and what organizational changes can be made for the betterment of the students. One of the strengths of Small Town Elementary mentioned in the interviews was this "desire to try new programs". These programs then are adopted, dropped if not desirable, or modified to suit student and staff needs.

Much of this effort to try new programs is generated and supported by the principal. For the last ten years the principal has encouraged trying new ideas, supported his teachers, and treated his children with fairness and warmth. He is described as "always available", "extremely fair and nonjudgmental", "very responsive - he cares so much it hangs out all over", and "a fantastic principal, an unusual human being", "very much a children's principal". When a problem arises, he "listens to everyone, thinks it over and works it out". He is a principal that helps clean up after open houses and brings coffee and donuts for those working on the playground. As in any school, the principal helps set the tone for all those in it. The tone set in Small Town Elementary is a warm, happy, caring one.

A strength of Small Town Elementary also appears to be its teachers. They are described as "super", "great", and "caring". The teachers go out of their way to work especially with the parents of a child having problems. They are "easy to talk to" and "open". Another advantage seen within the school is the openness about the different styles of teaching which vary from traditionally structured classrooms to nonstructured, more 'open' atmopsheres. Each year in the spring, teachers talk to parents about the year ahead and the styles of teaching in the next grades. The parent is then free to request a style which she may feel is better for her child. These requests are usually honored by the administration. In this way, parents are able to have a direct influence on a major decision affecting their children.

School-Community Relations Program

Planned and unplanned activities make up the school-community relations program for Small Town Elementary School. In the sections that follow four areas will be discussed: the school's program of school-community relations in terms of programmatic activities, the incidents of nonprogrammatic activities, the use of the five variables of school-community relations (communication, involvement, participation, resolution, and access), and the implications for the study suggested by the descriptions of the community and the school.

Programmatic Activities

A programmatic activity is a scheduled event or a regular practice that is a planned part of a program for school-community relations. Some programmatic activities are less formal than others, but their input and distinction is that they are planned for in the course of a school day, week, semester, or year. The activities described in this section represent a selection of the programmatic activities for school-community relations that take place at Small Town Elementary School.

Minicourse Week. An important event that has been held each winter is Minicourse Week. No regular classes are held and for these three days children are not divided by grade level or achievement. A month before, notes are sent home to the parents asking children to make a first, second and third choice in an area of special interest. In the past it may have been guitar, puppetry, dance, etc. This year choices were by countries. During these three days of Minicourses children explore the area they have chosen with various projects and trips. Parents and community groups take an active part with teaching, demonstrating, and providing needed supplies. The culminating activity of this week is an Open House which provides an opportunity for the children and teachers and community to view their accomplishments. A cake walk in the gym adds more excitement as children have the opportunity to win one of the dozens of cakes that have been donated by the parents. The activity was begun 3 or 4 years ago and has become a favorite event. As one parent describes, "It's the greatest thing Small Town has".

Parent Teacher Conferences. Each teacher contacts the parent by note and phone to arrange a time when both can get together at school.

Almost all of the parents come to conferences, some fathers come, and sometimes children. However, this depends upon each teacher's philosophy. Generally the conferences are used to let parents know how their child is progressing or to learn about any problems that have arisen during the year. Although teachers express the need for more time with parents on a more relaxed schedule, they feel that people now are more outspoken, are better informed, and have a greater desire to affect change. Conferences are held two times a year, once in the fall and again in the spring. At these times report cards are also handed out and explained. The spring conference includes a discussion of next year's teacher, teaching styles, and what is best for that child.

Room and Unit Events. Throughout the year individual classes involve parents with the school. Kindergarten has a spring program where parents are invited to join the children with singing and an overview of the year. A first grade has a Norwegian Smorgasbord involving parents in preparation and planning. Upper grades have bake sales, plays, and pot luck dinners where parents become a part of their child's classroom. All these individual events occur each year with planning and preparation by teachers, students, and parents.

Open Houses. Three open houses held during the year encourage parents to visit the school. The fall Open House occurs early in the school year and provides the opportunity for parents to informally meet teachers and familiarize themselves with the school and the child's classroom. The winter Open House, coming just before Christmas, allows parents to see holiday projects and talents. The spring Open House is the culminating event of Minicourse week. All open houses are seen as successful as hundreds of parents are drawn to the school.

Volunteers and Room Mothers. At the beginning of the school year a note is sent home to each parent asking for volunteers and their area of interest. The school then may call the parents when they are needed. The parents have a choice of coming in occasionally or on a regular basis to help with the I.M.C., halls, lunchroom, or playground.

Room mothers are volunteers for individual classrooms. They generally help with parties and field trips.

Student Progress Reports. Reports of student progress are available to parents four times a year. Twice they are sent to parents by mail and twice are given to parents at conference time. The reports now used are a result of extensive committee work several years ago to improve report format and to improve uniformity of reporting progress through the grade levels. Although detailed remarks are made on a child's progress, by comparing him only to himself, parents feel confused and see a whole year going by without knowing their child's achievement level. They find it hard to understand the philosophy that "everyone is doing well".

School District Publication. One of the recommendations of the "Needs Assessment" committee in 1976 was the development of a building and district newsletter. The Small Town School Board recently published its first district newsletter called "School Times". It is mailed to all residents of the community quarterly. The newsletter features articles on some highlighted area within the school system. The newsletter will be filling a felt need of communicating more effectively with both parents and the general public.

Small Town Courier-Hub. The Courier and The Hub are Small Town's weekly papers and are released on Monday and Thursday respectively. They provide school district and individual school news to the community and surrounding area. Articles may be written by teachers, administration, or students themselves. Photographs and stories help tell the community what is going on at school. Parents depend on school news in the paper and express a desire for more coverage of upcoming events, dates to remember, and scholastic achievements.

School Enterprise. The School Enterprise is a student publication which is published four times a year and is taken home with each child. The students do the art work and write their own stories showing their interests and activities in school.

Summary of Programmatic Activities. The programmatic activities for school-community relations described are a part of the events that occur each year at Small Town Elementary. Other activities include: a special hot lunch invitation to parents during National Education Week; notes sent home to parents by teachers, principal, or superintendent on a daily basis to inform them of events, trips, vacation days, etc.; and special invitations to the Senior Citizens

Band, Norwegian Dancers or local puppeteers to perform for the children during school hours.

Small Town Parent Teacher Group. The principal of Small Town Elementary, in an effort to improve communications between the school and the home, sent notices to the parents requesting participation in a new parent group. Fifty people spent a several hour session at the first meeting setting up priorities and goals. One of the purposes of the newly formed Small Town Parent Teacher Group was to counteract the negative feeling of not being able to communicate with the teachers and principal. Legitimate concerns were then handled through this group.

The first rumor handled in the group concerned the hot lunch room. People were talking about the noise level, discipline problems, and food being thrown. A group of volunteers took the responsibility of helping supervise the lunch room during the noon hour and of visiting the lunch rooms of other schools. Many parents discovered that the lunch room was not as bad as they had thought, especially when compared with nearby schools. Others lost interest as the year went on and the problem lessened.

Another concern of parents at the time the group began was discipline. A committee consisting of the principal, students and parents was formed. They put together a Student Handbook that listed rule infractions and consequences. The first day of school each child now receives a book and a slip for the parents to sign stating that it has been read by the child or by the parents to the child. This successful effort helped to clear up school discipline rules and helped parents become involved with school policies.

The Parent Group now also helps with kindergarten registration in the fall. With a school-wide spice sale, money was raised by the group for new playground equipment and total volunteer help bought the equipment and put it in.

Despite efforts to keep the group going, the numbers of parents who go to meetings grow less and volunteers who would serve as officers cannot be found. Out of necessity the group is now informal with no dues or regularly scheduled meetings. Many speculations are heard about this apparent apathy. Some say "I don't think they give a damn", others "they are so busy, they don't care". But looking at Small Town Elementary and listening to its people, there is another view.

The "old time" teachers of Small Town Elementary remember the PTA meetings as they used to be, when they were a friendly, warm sociable event associated with the National Group. "It was comfortable - a social function - a way to get out." "Then", said one teacher, "parents were friends and people. Now there is a separateness".

After talking to parents about the Parent Group, many knew nothing about it and knew of no meetings this year (four were held). Some that came to the first meeting were discouraged by the negativism expressed and wanted more of a supportive atmosphere. Some felt "left out" by the small group that ran it. In general with the great number of working mothers associated with the school, the old need of having the PTA be a "social event", a "way to get out" is gone. They no longer want a meeting for the sake of meeting. These parents are more willing to go to meetings or events associated with the school if their children can go along. They are willing to become involved if they are personally concerned and feel that what they do "makes a difference".

Nonprogrammatic Activities

A nonprogrammatic activity is an unscheduled event or an informal practice that is still part of a school-community relations program. Although nonprogrammatic activities may occur throughout the year, no planning for that event has taken place. The unplanned nature of these activities does not lessen their importance at Small Town Elementary School.

Telephone Calls. Teachers are encouraged to call parents when problems arise. Some calls are made because of a concern and some are left postponed until conference time. No school policy determines frequency or types of calls made; consequently practices vary greatly with each teacher. Parents desire more positive calls from teachers and also calls sooner if a problem exists. The principal freely contacts parents to handle discipline problems or to discuss progress in school. The school secretary also makes frequent calls when a child may be sick or absent. Calling provides an important link between home and school.

Office Contact. Throughout the year parents come to the school for various reasons. Whether they appear to find a lost mitten or lost child, the first contact with office personnel may give a lasting negative or positive impression of the school. The secretary of Small Town Elementary is described as "one in a million" and freely displays the openness and warmth necessary to help parents feel comfortable and welcomed. Parents depend on her to "take care of things" and call if "something is wrong".

School Visits. A parent's ability to come into the school to see their child at work or to just look around provides an opportunity for them to see the school in a normal setting. Teachers express frustration at the infrequency of visits by parents and they still continually encourage them to come to their rooms. Verbal and written invitations are made, and as one parent said, "The availability is excellent. Now it depends on the parents. The opportunities are there if they want to use them."

Notes. Notes may also be a nonprogrammatic activity. The teachers and principal often have last minute requests or information to be sent home. Notes are a primary way of letting parents know what is happening at school as a whole. Unfortunately, a few parents face a continual frustration because notes are often blown miles away by the winds or are stacked up somewhere in a corner locker.

Informal Communication. Hearsay, rumor, and perhaps correct information pass throughout the community via neighbors, clubs, or any small group. Usually school information received this way in

Small Town is about a concern, problem or special project. Parents receive little information about Small Town Elementary from other adults. Most verbal communication about school comes from their children or their children's friends when they are talking among themselves.

Summary of Nonprogrammatic Activities. Although nonprogrammatic activities are unplanned, they fulfill a key role in school-community relations. Many times such activities are the vital link between home and school. The parent's feeling about being welcomed, the warmth or coolness they receive in the office or over the phone can set the mood of the conversation or alleviate potential problems.

Use of School-Community Relations Variables

A second framework that can be used to organize a wide range of activities that compose a school-community relations program is that of the five variables of school-community relations: communication, involvement, participation, resolution, and access.

Communication. Small Town Elementary School makes use of written and nonwritten forms of communication in both their planned and unplanned activities. Written communications include district newsletters, the Small Town Courier and Hub, publications, notes sent home by the district, principal, and specific teachers, and Parent Teacher Group, student progress reports, and the Small Town Enterprise published by the students. Non-written communications include such activities as Minicourse Week, Open House, parent-teacher conferences, Parent-Teacher Group meetings, casual conversations with parents, teachers, and children out of school, telephone calls to and from school, and casual in-school visits. Communication is either written or non-written information sent between the home and the school.

Involvement. Small Town Elementary gives parents and community members the chance to become involved as a room mother, volunteer in the IMC, a member of the Parent-Teacher Group, or a member of a committee formed for a specific need within the school. They may help by baking for bake sales, cooking for a Norwegian Smorgasboard or Unit Pot Luck, watching the lunch room and playground, attending school board meetings, open houses, and conferences, teaching at Minicourses or performing at Assemblies. Involvement is the time or skills that parents give to a school.

Participation. The primary form of participating in decision-making for Small Town parents is in their opportunity to request a specific teacher for their child at each grade level. Another form of participation occurs when a problem arises and parents are included by the principal and teacher in deciding the solution of the problem. Parents value this opportunity to again become a part of influencing and guiding their child's experiences at school. Most decision-making for parents at Small Town Elementary occurs on an individual basis with each parent and child.

Parents are occasionally asked for their input at the district level through a committee. However, parents often feel as though a decision has already been made, that their input doesn't really matter. As one long time teacher described community input,

> All kinds of committees are formed on all issues. Meetings are dragged out and people become disenchanted. If they do not come up with the right decision, they are disbanded and a new committee established. A decision has already been made and the people are alienated in general.

Participation is the part that parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or Parent Group.

Resolution. Parents of Small Town Elementary generally contact and work with the teachers first when a problem arises about their child. The teacher, child, and parent then work together toward a solution of the problem. If the problem occurs outside the classroom the principal becomes involved. Parents at times feel that discipline should be stronger and rules enforced more, but in general, parents are confident in the principal's fairness and willingness to talk things over before making a decision. Resolution is the way problems are solved, conflict lessened or avoided, and differences settled.

Access. Parents describe their elementary school as "completely open". They feel comfortable talking with the principal, secretary or teachers and are encouraged to drop by to visit classrooms and observe students at work.

While parents don't always feel that they affect decisions, they do feel that they are listened to. Access is being able to have a point of view, concerns, or interest represented at the school.

Summary of School-Community Relations Variable Usage. Each of the five variables of school-community relations (communication, involvement, participation, resolution, and access) are used at Small Town Elementary. However, the quality of their use is determined by the individual parents and community members. This is evident when parents and teachers make the following remarks: "It depends upon the parents, the opportunities are there if they want to use them." "If you want to get involved, there is enough." "The school makes it known they are willing to communicate. It's largely the parent's responsibility to communicate with the school." Many activities can be part of more than one variable, but the parent and the school together are responsible for the value of each.

Implications for the Study

The community of Small Town and Small Town Elementary School have been described. It is now possible to list implications about the research site that might affect the interpretation of the statistical data.

1. Negotiations for a district-wide teacher's contract have had a great impact upon the community and the school. Newspaper editorials and neighborhood communication show a deepening of sentiment on either side. Effects of the negotiations may have long term effects upon community relationships and the school.
2. Parents of Small Town Elementary feel very positive about their school talking about the excellence of the staff and the strength of the academic program. They want schools to enforce rules fairly and strongly and they want a voice in decisions affecting their child.

They feel that it is the parent's responsibility to make use of opportunities available within the school.

3. While some programmatic activities draw a large number of parents, others show little parent interest. They want only to become involved in events their child is interested in or in issues or projects that may have a direct affect upon their child and is a matter of concern to them.

4. The physical plant of Small Town Elementary is not adequate for all-school programs including parents and students. Because of this problem, all such activities cannot be considered by staff or administration.

5. School enrollment practices affect a child's length of stay in each school. Because of the small schools and rural bussing patterns, children can experience several changes in schools during their elementary years.

Small Town Senior High School

Small Town Senior High School is a school that reflects the Norwegian heritage of the community and the agricultural influence of the tobacco economy. While the teaching staff includes life-long residents of the area, newcomers, and commuters from neighboring towns, both teachers and students work toward solving the problems unique to high school life.

Physical Plant and Organization

Small Town Senior High School was built in 1967. It operated with grades ten, eleven and twelve the first eight years before it was changed to a four year school. At this time a large addition was built which now includes the swimming pool, vocational area, music area, and business education area. Except for some of the social sciences that have special equipment, teachers at the Senior High School go from room to room for classes rather than having a room of their own. This allows for much better room usage.

Population

Small Town High School has not experienced drastic reductions in student populations. The staff employed has also remained very stable. The most change was seen when the ninth grade came to the high school. Some teachers made the move with them and some stayed. For the first time three positions will be cut next year. The following year looks stable, and the projected enrollments for the next two years shows a slight decline. This population trend is district-wide and assumes no population increases due to "move ins". Because of contract disputes, some staff members expressed the desire to leave the district now, but they are forced to stay because of the dwindling job market.

Parents' income levels range from one extreme to the other. Children of professors and state managers, rural children of small and large farms, and children of ADC parents make for an extraordinarily diverse student body. Fifty percent of the students are eligible to be bussed, but with cars available to them, only about 30 percent are bussed.

Groups of students who associate with one another and engage in behaviors of the group are given names. "Jocks" are generally the athletes and the "grubs" or "sliders" are those that more openly smoke or drink. Special interests in certain areas or activities help to divide some students into groups, such as the "music" students. The "foster kids" were named from their state of being foster children. They are now often part of the "grubs."

The student population has remained stable with little "in and about" movement patterns except for some growth on the northwest side and for a group of about 60 transient children living in foster homes. This group tends to be very transient. Runaways are quickly replaced within the home and school by another child needing care. There are five Martin Luther Centers which are twenty-four hour treatment homes with six to eight children in each. A lot of these students are emotionally disturbed and almost all of them may have major problems of some type. This provides special problems for all staff and students, and often Martin Luther students may "take the rap" for whatever happens in the school.

The school district is required to provide for the education of these teenagers. Norwegians are known for being a people willing to take in the less fortunate, and many make a living at it. However, since Martin Luther Homes have been moved into local neighborhoods, there has been some change in the community's willingness to help troubled children. These children often are mainstreamed and take the same courses. Large numbers in the same class cause "huge dynamics" problems to the class as a whole. The problem presented for Small Town Senior High is that~~,~~ a disproportionate number of these children within the school makes it hard for all of them to survive."

Special Educational Programming

Special programs at Small Town High School include Behavioral Disability, Learning Disability, Educationally Mentally Retarded. These programs employ six full-time people. The school puts special education teachers into the regular classrooms forming a teaching team to handle the students. The special aide goes into the regular classrooms to assist if there is a cluster of special students. Each special education teacher also specializes in one of the following areas: industrial arts, English, math-science, driver education and adaptive physical education, and home economics. The overall plan is to get a staff person or aide to help regular classroom teachers. This is worked out by where the students are placed. In the past, teachers complained, but extra staffing has helped. Small Town would never say "no" but only want their share of about 40. As it is, the E.D. and E.M.R. programs alone include approximately 80 children. These children take a disproportionate amount of time for everyone and a "reduction in numbers would make a major difference within the school."

The Title I program continues to operate at the high school level employing three full-time aides. These aides basically help the students during their study halls. Each of them go to four classrooms a day to learn what the students are studying, in an effort to help them more effectively. The students involved have usually been in the program a long time or are from a Martin Luther Home.

Involvement of the parents in this program and participation on the Parent Advisory Council is extremely important and directly affects subsequent funding. However, very few join. One aide commented on the lack of involvement.

> It isn't that they don't care. This type of student has the same problems over and over again. They feel as if it all hasn't done any good and are tired of committees and conferences.

The coordinator of this program is also the communicator. She sends notes to parents, makes phone calls, and deals with referrals.

Special needs programs operate successfully at Small Town Senior High. However, parents and teachers express concern at the overwhelming number of children with special needs, not only special education students, but foster children as well.

Staff

With continued contract negotiations between the board and the teachers' union in the progress, rumors are circulating within the school and community. A staff group is now trying to organize and develop a drop out prevention program which would be an "alternative school" approach, a "school within a school." The program must have staff support. After a memo was recently sent out, all the staff refused to cooperate except one until a contract is signed. Very negative feelings are evident (much more so than at Small Town

Elementary) now over the most serious contract dispute that Small Town has ever had. School board members are being called, and out of an 86 member faculty, about half are showing up for faculty meetings. A recent threat of a promised 4:00 walk-out was called off, but all teachers are concerned. School programs, participation, and attitudes are affected as the staff feels a lack of community support. As one community member and teacher remarked, "The community doesn't get a clear, full and honest picture of what's going on. The breakdown in morale is tremendous. I've never seen it like this before."

The staff of Small Town Senior High is still considered a strength of the school. As parents look to the school for help with their children, they describe teachers as "well-qualified" and "very helpful." Teachers continue to experiment and look for self-improvement when they undertake a yearly "Supervision Project".

Although not as much visibility is evident with the principal and assistant principal as at the elementary level, parents turn to them or the counselors with questions or problems. They feel listened to and heard and trust their "great sensitivity and concern."

School-Community Relations Program

Small Town Senior High School has both planned and unplanned activities in its school-community relations program. In the sections that follow, four areas will be discussed: (a) the school's program of school-community relations in terms of programmatic activities, (b) the use of the five variables of school-community relations (communication, involvement, participation, resolution, and access), and (c) the implications for the study suggested by the descriptions of the community and the school.

Programmatic Activities

A programmatic activity is a scheduled event or a regular practice that is a planned part of a program for school-community relations. Some programmatic activities are less formal than others, but the distinction is that they are planned for in the course of a school day, week, semester or year. The activities described in this section represent a selection of the programmatic activities for school-community relations that take place at Small Town Senior High School.

Folk Fair. The Saturday Folk Fair in the high school gym is sponsored by the student council. Letters are sent to all organizations in town encouraging them to have a booth or to perform. Also involved in performances are the Norewegian Dancers, Madrigal Singers, German Band, Senior Citizens Band, etc. The Folk Fair was first tried last year and was so successful and involved so many community members it is being repeated.

Parents' Newsletter. In an effort to improve communication with parents, and in response to the Needs Assessment Study, the principal sends a newsletter to parents four or five times a year. He is solely responsible for content and deals with current issues and problems as the need arises.

Scholarship Program. Groups and community organizations make scholarships available to students. Previously, many students missed applying for them because the parents were not informed. Announcements over the P.A. system were frequently missed. Now parents are notified about the scholarship program effectively through the Parents' Newsletter.

Public Address System. Most students and many parents, through their children, receive the majority of information about school and events through the school's P.A. system. If the students are not there, notices may be missed completely. One parent specifically asks her child to listen to the announcements. She feels that if the parents are interested, the children will be too, and will pay more attention to announcements made and report them at home.

Mid-Quarter Report. This progress report is sent to parents by teachers through the office. It generally deals with a problem a student may be having but occasionally tells parents of outstanding work. Problems reported may be academic, attendance, or discipline.

Art Month. The month of March is a special one for the fine arts departments of music, art and drama. These departments work together on downtown displays and on concerts that are often at nursing homes and senior citizen's homes. Groups are also invited from the community and from neighboring areas to show their work or to perform at the school. The community is generally contacted by phone or through other people.

Norwegian Dancers. Popular with the whole community, the Norwegian Dancers involve 22 students and their parents. This group requires the most parent involvement and could not function without their continued support and help. Parents do all the driving and provide the funds necessary for the group tours. They have four or five parent meetings a year plus various activities to make money for the group. One parent said, "We think of ourselves as ambassadors of Small Town." The pride within the group shows itself with the students, parents, and community. The group works together closely, and when the instructor has a problem, the parents are called first.

Co-op Programs. These programs are a unique activity of direct community involvement. They include placement of students in jobs within the community. This type of involvement is usually in the vocational areas. Students may receive school credit from a job learning experience and also receive a salary from the employer. One similar activity in construction technology, is the building of a house in a neighborhood not far from school. During the year students work side-by-side with electricians and plumbers. "Housing interior" students then do the interior decorating and "horticulture" students plant outside shrubs and trees. At the end of the school year the house is then sold to pay for the materials used in the project. This activity creates new communication links between students, other classes, teachers, and the community.

Variety Show. During the last weekend in April a variety show is presented for the public by the band students. The stage band performs and students provide jokes, skits, and dances for the community members attending. Tickets sold provide money for summer music camps and band scholarships.

Small Town Courier-Hub. The Small Town Hub and Courier provide school building and district news for the community and area surrounding Small Town. Although Senior High School news appears regularly, parents express a desire to have more fine arts news in the paper and announcements of concerts published at an earlier date. Many complain that all athletics receive published attention and that more news space should be given to the academics and fine arts. After one such article appeared in the newspaper's editorial section, a parent remarked, "It is about time that voice is heard." Some felt a recent slight improvement in high school news, with the addition of a special column appearing every few weeks called the "Superintendent's Corner."

Small Town Booster Club. Within the community, the Booster Club supports the athletic program at the High School. This group of people want to help, not by rating coaches or teams, but by helping to promote athletics and events. They earn money through activities, volunteer where needed, set up chaparons for buses, and provide an awards night for each sport for presentations of athletic letters.

Sports. Small Town Senior High has the same sports of most small town high schools: swimming, tennis, golf, hockey, softball, basketball, football and wrestling. All expenses for these sports activities are provided by the school district. A parent's night is held at the end of the season for each sport. Coffee and rolls are served after the game and provide an excellent opportunity for parents, coaches and students to share conversation and enthusiasm.

Parent and community attendance at games depends upon whether the team is winning and whether the competing team is good. Football draws many spectators the first three or four games, but attendance after that dwindles if the team is not winning. The football season is also affected by the fall harvesting of tobacco when it is often a problem to get students for practice.

The sports department engages in its own system of communication. Letters are sent out by the coach to parents encouraging students to participate in sports, telling them of upcoming trips and, at the end of the year, thanking them for the time they have given. As a coach, a teacher has the opportunity to deal with the public on a very positive basis. It also helps the coach to get to know the student and his parents. As one coach said, "The kids become human again."

Sports are not only an exciting event for students and a way that parents may become involved, it is also the image of the school. "If the team is winning, you are a 'good school,' if not, you are a 'bad school.' Winning is extremely important in what people think of Small Town Senior High."

Parent Advisory Group. This group had its beginning two or three years ago but is now disbanded. At that time, parents had a great concern about drinking after school and during school hours. A parent survey was subsequently conducted by the committee and a report made to the administration.

The group also encouraged the function of the principal's newsletter, encouraged parent teacher conferences, and talked about the amount of money students had to spend on Prom. Even though relatively few parents came to group meetings, it served as a valuable activity for parent participation and involvement. Communication was also enhanced as the administration often told the group what was going on in the school at that time and asked for input on new policy proposals. Group involvement gradually dwindled until this year when the group finally disbanded. Parents expressed how parent groups used to be, how there used to be more of an interest in it and how the "younger that are interested may take over."

Summary of Programmatic Activities. The programmatic activities for school-community relations described are a part of the events that occur each year at Small Town Elementary. Other activities include: parent committees, report cards, guidance department newsletters, freshmen and parent fall registration,the student-published Viking Newsletter, Madrigal Dinner, principal's and superintendent's bulletin for staff members, plays, concerts, and involvement of community members as volunteers and resource people. Several activities have been dropped from the school-community relations program because of poor parent attendance: Back to School Night, Parent-Teacher Conferences, and the Parent Advisory Group.

Nonprogrammatic Activities

A nonprogrammatic activity is an unscheduled event or an informal practice that is still part of a school-community relations program. Although nonprogrammatic activities may occur often throughout the year, no planning for that event has taken place. The unplanned nature of these activities does not lessen their importance at Small Town Senior High School.

Telephone Calls. Teachers are encouraged to call parents when a problem arises. The new attendance policy determines when calls should be made concerning absences, and the Mid-Quarter Report includes the option of requesting a parent call to the teacher. Teachers express great frustrations when requests for a parent call are often ignored. At the same time, parents desire more positive calls from teachers and calls sooner if a problem exists. One parent explained, "You get good results if you want to call and see a teacher. Teachers express great frustrations when requests for a parent call are often ignored. At the same time, parents desire more positive calls from teachers and calls sooner if a problem exists. One parent explained, "You get good results if you want to call and see a teacher. I hate to call all the time. The kids don't like it, and it wastes the teacher's valuable time." Surprisingly, teachers and parents desire more phone contact with each other. At the administrative level, contacts are made freely with parents to handle discipline problems or to discuss progress in school. The school secretary is primarily responsible for calls regarding student absenteeism. Calling provides an important link between home and school

Office Contact. Parents come to the high school for various reasons. Their first contact with office personnel leaves a lasting impression with parents. It is also important at this level that the students feel comfortable too, for they may have frequent office contact to handle excuses, absences, and calls home. A student states, "She will listen. Kids can talk to her and they respect her greatly." Parents also feel comfortable, saying, "Some parents complain, but it is a matter of coming in to see if they can get help. If parents make an effort to seek help, it is there and gladly given."

School Visits. A parent's ability to come into the school for a visit provides an opportunity for them to see the school in a normal setting. Formal school visitation times had to be discontinued for lack of parent participation. Informal school visits to see the school or visit classrooms are infrequent. Parents say, "The door is open, but with my children there is a line drawn." "They say the door is open, but it is embarrassing for the kids to have parents come in." Parents are very aware of the problem with this age group and generally respect their wishes with visits only when requested or in some other way are very necessary!

Notes. Notes are a small part of the school's nonprogrammatic activities. Notes from the administration are usually a description of new school policies. Teachers and club leaders send home permission slips for field trips or information relevant only for that class or activity. Notes are used infrequently except on a classroom or club basis. Information is generally communicated through the P.A. system rather than in written form.

Informal Communication. Hearsay, rumor news of sports events, or concern about school policies may pass throughout the community via neighbors, clubs, or any small group. The high school parent may associate with other parents of a special interest group within the high school. At that time common problems and concerns can be discussed. Most parents say that the majority of their information about school comes from their child or this small interest group. Within the community, high school-age children have their own network of communications with school friends or neighbors providing information for other students and adults.

Summary of Nonprogrammatic Activities. School-community relations programs and activities at the high school level are programmatic or nonprogrammatic. However, most activities are within groups of special interest areas. Whatever areas the student is involved in brings its own communications and opportunities for participation or involvement. The activities that tend to be school-wide bring much less parent interest and are often disbanded.

Use of School-Community Relations Variables

A second framework that can be used to organize a wide range of activities that compose a school-community relations program is that of the five variables of school-community relations: communication, involvement, participation, resolution, and access.

Communication. Small Town Senior High makes use of written and nonwritten forms of communication in both their planned and unplanned activities. Written communications include: the Parent's Newsletter, the principal's and superintendent's bulletin, report cards, mid-quarter reports, Small Town Courier-Hub, notes from teachers, permission slips, guidance department newsletters, and the Viking Newsletter. Non-written communications include activities as the Folk Fair, scholarship program, public address system, Art Month, Co-op programs, Small Town Booster Club, sports, office contacts, school visits, and person-to-person communication networks. Communication is either written or non-written information sent between home and school.

Involvement. Small Town Senior High gives parents and community members the chance to become involved by coming to events such as the Folk Fair, Norwegian Dancers' Performances, band and choir concerts, plays, variety shows and sports events. Parents can also become involved by giving time and skills to the school. They may set up booths or perform at the Folk Fair, apply for the scholarship program, provide expertise in the classroom, provide job and learning opportunities for the co-op program, make costumes for the Madrigal singers, go to sports night, or help earn money for school clubs and groups.

Participation. The primary form of participation for Small Town Senior High School parents is in the form of committees such as the Agriculture Advisory Committee and the committees formed for specific purposes, parking committee, curriculum committee, and report card committee. The Parent Advisory Group was an excellent way for parents to have input on important school policy decisions. Direct decision-making with their child usually occurs at home, unless a problem arises. Then parents and teacher or assistant principal or counselors meet and together work toward a solution of the problem. Parent input is respected and requested by the teachers and administration. Participation is the part that parents play in helping to make decisions about their child or such things as class choices or discipline or helping to make decisions about the school through a committee or parent group.

Resolution. Parents of Small Town Senior High School are given opportunities of problem solving different from the elementary level. When talking to high school-age students, they often express a desire to solve many of their problems on their own. Often parents and friends never know a problem existed, or they find out about it much later. Some students are embarrassed to have their parents come to school; others are afraid of destroying student-teacher relationships by having parents become involved. When a conflict does become too severe to handle alone, a parent may go to one of the three counselors, an assistant principal, the principal, or the teacher. If it is an academic problem in an individual class, parents contact the teacher. If many classes are involved and grades are poor, parents seek the help of a counselor. The assistant principals are more apt to help with discipline or severe attendance problems, and the principal deals more with policy and school-wide issues. All form as a team to help the parent and student.

Access. Parents describe access at Small Town Senior High in the following way: "We just go. We feel good going and know that something will be done." "In all situations, all teachers are very glad to have a call when I'm concerned." "Some parents complain, but it is a matter of coming in to see if they can get help. If parents make an effort to seek help, it is there and given gladly." Parents are limited only by their children who express embarrassment at having their parents seen at school, or by lack of information about teachers' schedules and appropriate times to call.

Summary of School-Community Relations Variable Usage. Each of the five variables of school-community relations (communication, involvement, participation, resolution,and access) are used at Small Town Senior High School. The quality of their use is determined by the individual parents and community members. Recent concern over band policies and practices brought a group of parents together. These parents acted with letters, and meetings with the administration and school board members. Their actions and interest brought an investigation and subsequent guidelines and recommendations. Another group successfully affected cheerleading policy. However, a parent must know what is going on and how he can act. Some parents express the need for more of this type of information. "It's hard because sometimes a parent doesn't know what there is to get involved in." "A parent must become involved before he can be aware of the needs and what is going on." "Unless the kid is in trouble, most parents don't know what's going on. It's really too bad because the high school offers so much."

Implications for the Study

The second case study includes the beginning description of the community of Small Town along with a description of Small Town Senior High. With this discussion, it is now possible to list implications or conclusions about the research site that might affect the interpretation of the statistical data.

1. Negotiations for a district-wide teacher's contract have had a tremendous impact upon the community and the schools. At the high school, negative feelings and low morale are becoming more and more evident. Prolonged negotiations may have long term affects upon community relationships and the school itself.

2. High school parents have a good feeling about their school. At this level, good feelings may be influenced by successful school events or a winning team. Good feelings may also come from a successful student with high grades or many interests.

3. When parents of Small Town Senior High School speak of their school, they reflect their knowledge about the school mostly through their child's experiences. They are concerned more with school policies because their child is concerned about them.

4. Small Town Senior High School is greatly affected by the large number of Martin Luther and special education students within the school. Many parents and teachers are concerned over the numbers involved and their influence on other Small Town children.

5. At the high school level, the amount of information received about the school and the amount of involvement opportunities for the parents depends more upon the

student than the school itself. The type of or amount of activities a student is involved in directly influences what areas a parent may become involved in, who the parents may communicate with, and what type of problems may have to be resolved.

6. Parent involvement requiring work at the school or casual school visits and in-school communications is greatly affected by their teenager's embarrassment. The student's desire to not have their parents drop in during school hours is generally respected by the parents.
7. The primary form of participation for high school parents is in the form of committees based either on school-wide issues, academic department concerns, or special interest group problems. As the student assumes more responsibility, the parent sees the elimination of certain decision-making opportunities that he had at the elementary level.

Chapter Summary

This chapter has presented the two case studies of Small Town Elementary School and Small Town Senior High School and their community. The community and the schools, along with the school-community relations programs, have been described. Small Town is a community greatly influenced by the past and by the changes of the present. In the chapter that follows this community and it's schools are represented in a quantitative rating of their school-community relations program and its effect upon student achievement.

CHAPTER IV

FINDINGS I: RESEARCH QUESTIONS ANSWERED

The analysis of the data for research questions one to twelve are presented in the following chapter. Sections of the chapter include statistical analysis of the research questions and a summary of findings from the previous studies.

Research Questions

The first five research questions presented focus upon the relationship between school-community relations and student achievement. Research questions six through twelve look at the relationship between achievement, school-community relations, legitimacy and support. Each question includes an analysis of the responses from elementary parents, elementary students, secondary parents, secondary students, and a combination of all four groups.

The data for research questions one, five, seven, eight, ten, eleven, and twelve were analyzed using Pearson product moment correlations. The resulting data for these questions are presented in tables within this chapter. For this study correlation coefficients of .10 to .29 are considered low, .30 to .49 are moderately low, .50 to .69 are moderately high, and .70 and above are considered high. Correlations found to be statistically significant at the .05 level are also referred to as statistically significant in the following discussions. Correlations found to be significant at the $<.05$ (or .05) level are identified with one asterisk. Correlations found to be significant at the $<.01$ (or .01) level are identified with two asterisks.

The data for research questions two, three, four, six, and nine were analyzed using step-wise multiple regression. The resulting data for these questions are also presented in tables within this chapter. The tables show for each step the name and the order in which the independent variables entered the equation. The percentage of the variance of the dependent variables explained by the independent variables (R Square) is found in the first column. The next column (R Square Change) contains the percent of variance change each of the independent variables explains of the dependent variable. The third column (Beta) is a value which shows the strength of the relationship between the independent variable and the dependent variable. The F-Test value for significance of the combination of the independent variables is shown in the last column. Where the value obtained on the F-Tests of the relationship between the independent variables and the dependent variables was found to be statistically significant, the value is identified with one or two asterisks that represent level of significance (One asterisk shows significance at the .05 level; two asterisks show significance at the .01 level.). A statistically nonsignificant finding is not marked and may be discussed as nonsignificant or significant at the $>.05$ level.

Discussions of research question two, three, four, six, and nine refer to the third column or the R Square Change value. When variables are discussed, this value predicts or accounts for the percentage of variance explained. Variables that have a value $>.25$ (or explain more than 25 percent of the variance) are referred to as determinant variables. Critical variables have values $>.15$ but $\leq.25$. Important variables have values $>.5$ but $\leq.15$. Variables with R Square Charge values $<.5$ are unimportant. For regressions or correlations where achievement measures are included (research question four, five, eight, and eleven) a mean value from all achievement R Square Change values for each group is used to indicate the variable level of importance (determinant to unimportant). A rough mode is used similarly for all measures within a group to determine a general level of statistical significance.

Research Question One

> What are the relationships among the five variables of access, communication, involvement, participation, and resolution for parents and students in elementary and secondary schools?

Elementary Parents

The responses from elementary parents related to this question are analyzed and presented in Table 4-1 and are based on coefficients of correlation among the variables of access, communication, involvement, participation, and resolution. Communication correlated moderately low with four variables (r = .34 involvement, r = .36

Table 4-1

Correlations Among the Variables of School-Community Relations (Personal) Elementary Parents

	Variables			
Variables	Involvement	Participation	Resolution	Access
Communication	.34 (.015)*	.36 (.011)*	.31 (.026)*	.31 (.026)*
Involvement		.05 (.389)	.10 (.212)	-.10 (.275)
Participation			.34 (.015)*	.50 (.000)**
Resolution				.58 (.000)*
Access				

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significant at .05 level.

** - Significant at .01 level.

participation, r = .31 resolution, r = .31 access). Involvement correlated low with three variables (r = .05 participation, r = .10 resolution, r = -.10 access). Participation correlated moderately low with one variable (r = .34 resolution) and moderately high with one variable (r = .50 access). Resolution correlated moderately high with one variable (r = .58 access). With the exception of a moderately high correlation of participation and resolution with access at the .01 level of significance, the remaining eight correlations are low, or moderately low. With the exception of these variables which include involvement, all correlations are statistically significant at the .01 or .05 levels.

Elementary Students

The responses from elementary students to this question are analyzed and presented in Table 4-2. Communication correlated low with one variable (r = .28 participation) and moderately low with three variables (r = .36 involvement, r = .47 resolution, r = .30 access). Involvement correlated low with one variable (r = .28 participation) and moderately low with two variables (r = .31 resolution, r = .42 access). Participation correlated low with two variables (r = .28 resolution, r = .14 access). Resolution correlated moderately low with one variable (r = .36 access). All ten correlations presented are low to moderately low. With one exception of no statistical significance, all correlations are significant at the .05 level.

Table 4-2

Correlations Among the Variables of School-Community Relations (Personal) Elementary Students

	Variables			
Variables	Involvement	Participation	Resolution	Access
Communication	.36 (.012)*	.28 (.040)*	.47 (.001)*	.30 (.031)*
Involvement		.28 (.042)*	.31 (.027)*	.42 (.003)*
Participation			.28 (.038)*	.14 (.191)
Resolution				.36 (.011)*
Access				

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significant at .05 level.

** - Significant at .01 level.

Secondary Parents

The responses from secondary parents to this question are analyzed and presented in Table 4-3. Communication correlated low with two variables ($r = .11$ involvement, $r = .02$ participation) and correlated moderately high with two variables ($r = .58$ resolution, $r = .65$ access). Involvement correlated low with one variable ($r = .24$ access) and moderately low with two variables ($r = .32$ participation, $r = .30$ resolution). Participation correlated low with one variable ($r = .24$ access) and moderately low with one variable ($r = .38$ resolution). Resolution correlated high with one variable ($r = .72$ access). With the exception of two moderately high correlations between communication and access and communication and resolution and one high correlation between access and resolution all at the .01 level, the remaining seven correlations are low to moderately low. Correlations between all the variables are statistically significant at .05 level in all but three instances.

Secondary Students

The responses from secondary students to this question are analyzed and presented in Table 4-4. Communication correlated low with two variables ($r = .15$ participation, $r = .26$ resolution), moderately low with one variable ($r = .46$ involvement), and moderately high with one variable ($r = .61$ access). Involvement correlated moderately low with three variables ($r = .36$ participation, $r = .40$ resolution, $r = .38$ access). Participation correlated moderately low

Table 4-3

Correlations Among the Variables of School-Community Relations (Personal) Secondary Parents

	Variables			
Variables	Involvement	Participation	Resolution	Access
Communication	.11 (.245)	.02 (.444)	.58 (.000)**	.65 (.000)**
Involvement		.32 (.024)*	.30 (.031)*	.24 (.068)
Participation			.38 (.008)**	.24 (.070)
Resolution				.72 (.000)**
Access				

N = 40

The top number in each box represents the Pearson Correlations.

The number (inparenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-4

Correlations Among the Variables of
School-Community Relations (Personal)
Secondary Students

	Variables			
Variables	Involvement	Participation	Resolution	Access
Communication	.46 (.002)**	.15 (.179)	.26 (.052)	.61 (.000)***
Involvement		.36 (.010)**	.40 (.006)**	.38 (.008)**
Participation			.54 (.000)**	.36 (.011)*
Resolution				.45 (.002)**
Access				

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

with one variable (r = .36 access) and moderately high with one variable (r = .45 access). With the exception of a moderately high correlation between communication and access and participation and resolution, the remaining eight correlations are low to moderately low. With the exception of three correlations, all correlations are significant at the .01 level of significance.

Elementary Parents and Students, Secondary Parents and Students

The responses to this question from the combined group of all elementary parents and students and secondary parents and students are analyzed and presented in Table 4-5. Communication correlated low with one variable (r = .26 participation), moderately low with two variables (r = .34 involvement, r = .47 resolution) and moderately high with one variable (r = .51 access). Involvement correlated low with two variables (r = .25, r = .19 access), and moderately low with one variable (r = .39 participation). Participation correlated moderately low with two variables (r = .42 resolution, r = .35 access). Resolution correlated moderately high with one variable (r = .57 access). With the exception of a moderately high correlation between access and communication and access and resolution the remaining eight correlations are low to moderately low . All correlations are significant at .01 level.

Summary for Research Question One

For this research question, 40 correlations out of a possible 50 were found to be statistically significant. Of these correlations, 9

Table 4-5

Correlations Among the Variables of School-Community Relations (Personal) Elementary Students and Parents Secondary Students and Parents

	Variables			
Variables	Involvement	Participation	Resolution	Access
Communication	.34 (.000)**	.26 (.000)**	.47 (.000)**	.51 (.000)**
Involvement		.39 (.000)**	.25 (.001)**	.19 (.008)**
Participation			.42 (.000)**	.35 (.000)**
Resolution				.57 (.000)**
Access				

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

were low (r = .10 to .29), 27 were moderately low (r = .30 to .49), 8 were moderately high (r = .50 to .69), and one was high (r = .70 or above). For elementary parents, the two highest correlations were found to exist between participation and access (r = .50) and between resolution and access (r = .58) at a .01 level of significance. For elementary students the two highest correlations were found to exist between communication and resolution (r = .47) at a statistical significance of .01 and resolution and access (.36) at a .05 level of significance. For secondary parents the three highest correlations were between communication and resolution (r = .58), communication and access (r = .65) and resolution and access (r = .72). All correlated at a .01 level of significance. For secondary students the two highest correlations were found between communication and access (r = .61) and participation and resolution (r = .54) at a statistical significance of .01. For students and parents of both schools the two highest correlations were between communication and access (r = .51) and resolution and access (r = .57) at a statistical significance of .01.

Based upon the low to moderately low levels of correlation and based upon the assumption that only high to moderately high correlations show variable dependency, it is clear that the variables of communication, involvement, resolution and participation are relatively independent from each other. Access, however, does correlate moderately high in six cases with the two variables of communication and resolution at a .01 level of significance. Hence, a principle finding here is that with the exception of access and two minor exceptions where resolution correlated once with communication and once with participation, the remaining four variables are relatively independent. Thus involvement and participation which are so often interchangable terms in literature can be thought of as separate and distinct concepts. With the correlation of access in six cases, its independence from the variables of resolution and communication can be questioned and its importance in the Home-School-Community Relations Model can be reconsidered. No major differences are apparent between the groups. However, elementary students are the only group to show no high or moderately high correlations.

Research Question Two

> What is the relationship between the four independent variables of communication, involvement, participation, and resolution and the dependent variable of access for parents and students in elementary and secondary schools?

Elementary Parents

The responses from elementary parents to this question are analyzed and presented in Table 4-6 and are based on a step-wise multiple regression analysis applied to determine the contribution of the four independent variables to the variance of the dependent variable of access. The results of this analysis indicated that resolution predicted 34 percent of the variance of access at a .01 level of significance. Participation predicted an additional 10 percent of the variance at a statistically significant level of .01.

Table 4-6

Multiple Step-Wise Regression Analysis
Dependent Variable - Access (Personal)

Elementary Parents

Step number	R Square	R Square Change	Beta	F-Test
1. Resolution	.34	.34	.43	19.45**
2. Participation	.44	.10	.32	14.67**
3. Involvement	.45	.005	-.10	9.69**
4. Communication	.45	.006	.09	7.25**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Involvement and communication predicted small amounts of the variance of access at a significant .01 level. Resolution is the determinant variable of access for elementary parents (.34 at .01).

Elementary Students

The responses from elementary students to this question are analyzed and presented in Table 4-7. The results of this analysis indicated that involvement predicted 18 percent of the variance of access at a .01 level of significance. Resolution predicted an additional 6 percent of the variance at a statistically significant level of .01. Communication and participation predicted very small amounts of the variance and were significant at the .05 level. Involvement is the critical variable of access for elementary students (.18 at .01).

Secondary Parents

The responses from secondary parents to this question are analyzed and presented in Table 4-8. The results of this analysis indicated that resolution predicted 52 percent of the variance of access at a .01 level of significance. Communication predicted an additional 8 percent of the variance at a statistically significant .01 level. Involvement and participation predicted very small amounts of the variance of access at the .01 level. Resolution is the determinant variable of access for secondary parents (.52 at .01).

Table 4-7

Multiple Step-Wise Regression Analysis
Dependent Variable - Access (Personal)

Elementary Students

Step number	R Square	R Square Change	Beta	F-Test
1. Involvement	.18	.18	.33	8.29**
2. Resolution	.24	.06	.23	5.76**
3. Communication	.24	.004	.08	3.82*
4. Participation	.24	.001	-.04	2.81*

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-8

Multiple Step Wise Regression Analysis
Dependent Variable - Access (Personal)

Secondary Parents

Step number	R Square	R Square Change	Beta	F-Test
1. Resolution	.52	.52	.47	40.44*
2. Communication	.60	.08	.37	27.68**
3. Involvement	.60	.002	.05	18.15**
4. Participation	.60	.0009	.03	13.3**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Secondary Students

The responses from secondary students to this question are analyzed and presented in Table 4-9. Communication predicted 37 percent of the variance of access at a .01 level of significance. Resolution predicted an additional 9 percent at .01 significance. Participation predicted an additional 2 percent of the variance at a .01 level. The variable of involvement displayed an F-level that was insufficient for computation. Communication is the determinant variable of access for secondary students (.37 at .01).

Elementary Parents and Students, Secondary Parents and Students

The responses from the combined group of all parents and students to this question are analyzed and presented in Table 4-10. Resolution predicted 32 percent of the variance of access at a .01 level of significance. Communication predicted an additional 8 percent of the variance at a .01 level. Participation and involvement predicted small amounts of the variance of access at a statistically significant level of .01. Resolution is the determinant variable of access for the combined group of all parents and students (.32 at .01).

Summary for Research Question Two

The process of resolution was found to account for 6 to 52 percent of the variance of access. Resolution entered the regression equation as the determinant variable at a statistically significant level of .01 in three cases (elementary and secondary parents and

Table 4-9

Multiple Step-Wise Regression Analysis
Dependent Variable - Access (Personal)

Secondary Students

Step number	R Square	R Square Change	Beta	F-Test
1. Communication	.37	.37	.53	22.5**
2. Resolution	.46	.09	.22	15.73**
3. Participation	.48	.02	.16	11.00**
4. Involvement	F-Level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-10

Multiple Step-Wise Regression Analysis
Dependent Variable - Access (Personal)
Elementary Students and Parents
Secondary Students and Parents

Step number	R Square	R Square Change	Beta	F-Test
1. Resolution	.32	.32	.38	75.78**
2. Communication	.40	.08	.33	53.07**
3. Participation	.41	.009	.13	36.51**
4. Involvement	.42	.003	-.06	27.58**

N = 40

* - Significant at .05 level

** - Significant at .01 level

the combined group). For elementary and secondary students, resolution entered the regression equation second but remained statistically significant at the .01 level. Therefore resolution accounts for the greatest amount of variance when access is treated as a dependent variable for elementary and secondary parents and the combined group. However, elementary and secondary students show a different pattern with communication (.37 at .01) being the determinant variable of access for the secondary students and involvement (.18 at .01) being the critical variable of access for elementary students.

Research Question Three

> What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of school-community relations for parents and students in elementary and secondary schools?

Elementary Parents

The responses from elementary parents to this question are analyzed and presented in Table 4-11 and are based on a step-wise multiple regression analysis applied to determine the contribution of the five independent variables to the variance of effective school-community relations. The results of the analysis indicated that communication predicted 55 percent of the variance of effective school-community relations at a statistically significant level of .01. Resolution predicted an additional 8 percent at a .01 level.

Table 4-11

Multiple Step-Wise Regression Analysis
Dependent Variable - School-Community Relations (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.55	.55	.63	46.03**
2. Resolution	.63	.08	.21	31.83**
3. Access	.65	.02	.13	22.16**
4. Participation	.65	.002	.05	16.29**
5. Involvement	.65	.002	-.04	12.77**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Access predicted an additional 2 percent of the variance at a .01 level. Participation and involvement predicted a very small amount of the variance of effective school-community relations at a statistically significant level of .01. Communication is the determinant variable of effective school-community relations for elementary parents (.55 .01).

Elementary Students

The responses from elementary students to this question are analyzed and presented in Table 4-12. The results of the analysis indicated that resolution predicted 14 percent of the variance of effective school-community relations at a .05 level of significance. Participation predicted an additional 5 percent, access predicted another 3 percent, and communication predicted an additional 2 percent of the variance at a statistically significant level of .05. Involvement predicted only a very small amount of the variance of effective school-community relations at a statistically nonsignificant level. Resolution is the determinant variable of effective school-community relations for elementary students (.14 at .01).

Secondary Parents

The responses from secondary parents to this question are analyzed and presented in Table 4-13. Communication predicted 52 percent of the variance of effective school-community relations at a significant level of .01. Access predicted an additional 6 percent of

Table 4-12

Multiple Step-Wise Regression Analysis
Dependent Variable - School-Community Relations (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.14	.14	.18	6.08*
2. Participation	.19	.05	.19	4.25*
3. Access	.22	.03	.15	3.30*
4. Communication	.23	.02	.14	2.65*
5. Involvement	.23	.002	.05	2.08

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-13

Multiple Step-Wise Regression Analysis
Dependent Variable - School-Community Relations (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.52	.52	.52	41.91**
2. Access	.58	.06	.24	25.54**
3. Involvement	.59	.006	.07	16.99**
4. Resolution	.59	.003	.07	12.53**
5. Participation	.59	.0002	.02	9.74**

N = 40

* - Significant at .05 level

** - Significant at .01 level

the variance at a .01 level. Involvement, resolution, and participation predicted very small amounts of the variance of effective school-community relations but were statistically significant at the .01 level. Communication is the determinant variable of effective school-community relations for secondary parents (.52 at .01).

Secondary Students

The responses from secondary students to this question are analyzed and presented in Table 4-14. The results of the analysis indicated that involvement predicted 33 percent of the variance of effective school-community relations at a statistically significant level of .01. Involvement is the determinant variable of effective school-community relations for secondary students (.33 at .01).

Elementary Parents and Students, Secondary Parents and Students

The responses from the combined group of all parents and students are analyzed and presented in Table 4-15. The results of the analysis indicated that communication predicted 38 percent of the variance of effective school-community relations at a statistical level of .01. Resolution predicted an additional 7 percent at .01. Involvement predicted another 3 percent and access predicted an additional 2 percent of the variance. Participation predicted a very small amount of the variance of effective school-community relations but at a statistically significant level of .01. Communication is the determinant variable of effective school-community relations for the combined group (.38 at .01).

Table 4-14

Multiple Step-Wise Regression Analysis
Dependent Variable - School-Community Relations (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.33	.33	.37	18.9**
2. Resolution	.46	.13	.38	15.80**
3. Access	.52	.06	.26	12.79**
4. Participation	.54	.03	-.19	10.35**
5. Communication	.54	.001	.06	8.11**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-15

Multiple Step-Wise Regression Analysis
Dependent Variable - School-Community Relations (Personal)
Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.38	.38	.36	95.11**
2. Resolution	.45	.07	.19	64.27**
3. Involvement	.48	.03	.17	48.06**
4. Access	.50	.02	.17	38.77**
5. Participation	.50	.002	.05	31.07**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Summary for Research Question Three

The results of the analysis for this question indicated a difference between the student groups and the parent groups or combined group. For secondary parents, communication predicted 52 percent of the variance at .01 level of significance for effective school-community relations. Fifty-five percent of the variance was also predicted by communication for elementary parents at a .01 level. In the combined group 38 percent of the variance was predicted by communication at .01. However, for elementary and secondary students, communication predicted a total of only 2.1 percent of the variance of effective school-community relations. Involvement predicted 33 percent of the variance at .01 for secondary students and resolution predicted 14 percent of the variance at .01 for elementary students. Elementary students were the only group to have one variable (involvement) not statistically significant and the remaining variables of resolution, participation, access, and communication significant at the .05 level. The findings indicate that communication best predicts the variance of effective school-community relations and is the determinant variable for the parent or combined groups at both elementary and secondary levels. While findings are not as conclusive for elementary students, involvement best predicts the variance of effective school-community relations and is the determinant variable for high school students. While communication appears to be the determinant variable of effective school-community relations for elementary and high school parents, involvement plays a more important role for high school students.

Research Question Four

> What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of achievement for parents and students in elementary and secondary schools?

The parent and student responses to this question are analyzed and presented in Tables 4-16 through 4-50 and are based on a step-wise multiple regression analysis applied to determine the contribution of the five independent variables to the variance of the seven measures of student achievement. The seven measures are reading grades, mathematics grades, language grades, achievement test scores (SRA-elementary, ITED-secondary) in reading, mathematics, language, and the achievement test cumulative scores. Similar to the first three research questions, the tables are grouped into the five sets of responses (elementary parents, elementary students, secondary parents, secondary students, and the total combined group).

Elementary Parents

The responses from elementary parents to this question are analyzed and found in Tables 4-16 to 4-22.

Readings Grades. The results of the analysis for this achievement measure are found in Table 4-16. The analysis indicated that participation predicted 6 percent of the variance of reading grades at a statistically nonsignificant level. Communication predicted an

Table 4-16

Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.06	.06	.31	2.58
2. Communication	.09	.03	-.28	1.86
3. Involvement	.14	.04	.23	1.88
4. Access	.14	.002	.05	1.39
5. Resolution	F-level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

additional 3 percent and involvement predicted another 4 percent of the variance at a $>.05$ level of significance. Access predicted a very small amount of the variance of reading grades at a $>.05$ level. None of the variables were found to be statistically significant.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-17. The analysis indicated that communication and involvement each predicted 1.4 percent of the variance of mathematics grades at a statistical level of $>.05$. Participation, access, and resolution combined predicted another 2.3 percent of the variance of mathematics grades at $>.05$ level. None of the variables were found to be statistically significant.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-18. The analysis indicated that participation predicted 6 percent of the variance of language grades at a level of $>.05$. Communication predicted an additional 2 percent and involvement predicted another 3 percent of the variance at $>.05$ level of significance. Resolution and access predicted a very small amount of the variance of language grades. None of the variables were found to be statistically significant.

SRA Reading Scores. The results of the analysis for this achievement measure are found in Table 4-19. The analysis indicated that participation predicted 9 percent of the variance of SRA readings scores at a statistical level of .05. Involvement predicted an additional 2 percent and communication predicted another 4 percent of the variance at $>.05$ level. Access and resolution predicted a small

Table 4-17

Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.01	.008	.09	.29
2. Communication	.02	.014	-.18	.40
3. Involvement	.04	.014	.14	.44
4. Access	.04	.009	.16	.40
5. Resolution	.05	.006	-.09	.36

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-18

Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.06	.06	.27	2.22
2. Communication	.08	.02	-.25	1.50
3. Involvement	.10	.03	.19	1.37
4. Resolution	.11	.007	.08	1.07
5. Access	.11	.0007	.04	.84

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-19

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Reading Scores (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.09	.09	.33	4.17*
2. Involvement	.12	.02	.25	2.56
3. Communication	.17	.04	-.25	2.36
4. Access	.18	.01	.19	1.90
5. Resolution	.19	.005	-.09	1.54

N = 40

* - Significant at .05 level

** - Significant at .01 level

amount of the variance of SRA reading scores. The one variable of participation was found to be statistically significant at the .05 level.

SRA Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-20. The analysis indicated that involvement predicted 4 percent of the variance of SRA mathematics scores, while access predicted an additional 5 percent and communication predicted another 2 percent of the variance at a $>.05$ level of significance. Resolution and participation predicted a very small amount of the variance of SRA mathematics scores. None of the variables were found to be statistically significant.

SRA Language Scores. The results of the analysis for this achievement measure are found in Table 4-21. The analysis indicated that participation predicted 7 percent of the variance of SRA language scores at a $>.05$ level of significance. Involvement predicted an additional 4 percent at $>.05$ level. Communication, access, and resolution predicted a very small amount of the variance of SRA language scores. None of the five variables were statistically significant.

SRA Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-22. The analysis indicated that participation predicted 10 percent of the variance of SRA cumulative scores at a statistical significance of .05. Involvement predicted an additional 5 percent at .05. Communication and access each predicted another 3 percent of the variance at a $>.05$ level. The

Table 4-20

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Mathematics Scores (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.04	.04	.26	1.51
2. Access	.08	.05	.30	1.69
3. Communication	.10	.02	-.15	1.39
4. Resolution	.11	.009	-.12	1.11
5. Participation	.12	.003	.07	.89

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-21

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Language Scores (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.07	.07	.24	3.07
2. Involvement	.12	.04	.28	2.41
3. Communication	.13	.01	-.17	1.76
4. Access	.14	.02	.12	1.46
5. Resolution	.14	.001	.05	1.15

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-22

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Cumulative Scores (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.099	.10	.29	4.20*
2. Involvement	.15	.05	.32	3.26*
3. Communication	.18	.03	-.24	2.62
4. Access	.21	.03	.19	2.28
5. Resolution	F-Level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

variable of involvement displayed an F-level that was insufficient for computation.

Summary for Elementary Parents. The analysis of the data found in Tables 4-16 to 4-22 indicated that, except for SRA mathematics scores and mathematics grades, participation accounted for a larger percentage of the variance of achievement than any of the five variables. Participation predicted an average of 8 percent of the variance at a $>.05$ level on five measures of achievement (SRA cumulative scores, SRA language scores, SRA reading scores, language grades, and reading grades). Involvement predicted an average of 4 percent of the variance at $>.05$ level on six measures of achievement, all measures except mathematic grades. Statistically significant results at the .05 level were obtained on two variables for SRA cumulative scores and on one variable for SRA reading scores. Thus, while participation best predicts the variance of student achievement in five measures, the statistical levels are $>.05$ and insignificant. While involvement predicted variance on six measures, its level of significance is also $>.05$. Communication also predicts a small amount of the variance across all measures of achievement at a nonsignificant level. Resolution and access consistently predict very low percentages of variance of student achievement at $>.05$ levels. Hence, findings are inconclusive at the $>.05$ level of significance.

Elementary Students

The responses from elementary students to this question are analyzed and presented in Tables 4-23 to 4-29.

Readings Grades. The results of the analysis for this achievement measure are found in Table 4-23. The analysis indicated that resolution accounted for 3 percent of the variance of reading grades, while participation accounted for an additional 2 percent of the variance at a >.05 level of significance. Communication, involvement, and access predicted a very small amount of the variance of reading grades. None of the five variables were statistically significant.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-24. The analysis indicated that resolution accounted for 21 percent of the variance of mathematics grades at a .01 level of significance. Access predicted an additional 1 percent of the variance at a .01 level. Involvement and communication predicted a very small amount of the variance of mathematics grades with involvement at a .05 level. The variable of participation displayed an F-level that was insufficient for computation.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-25. The analysis indicated that resolution predicted 13 percent of the variance of language grades at a .05 level of statistical significance. Participation predicted an additional 1 percent of the variance while access and involvement together predicted another 1 percent at a >.05 level. The variable of communication displayed an F-level that was insufficient for computation.

SRA Reading Scores. The results of the analysis for this achievement measure are found in Table 4-26. The analysis indicated

Table 4-23

Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.03	.03	.19	1.36
2. Participation	.06	.02	-.16	1.14
3. Communication	.06	.006	.09	.81
4. Involvement	.07	.003	-.08	.63
5. Access	.07	.002	.06	.50

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-24

Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.21	.21	.43	10.33**
2. Access	.23	.01	.11	5.39**
3. Involvement	.23	.0006	.03	3.51*
4. Communication	.23	.0008	-.03	2.57
5. Participation	F-level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-25

Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.13	.13	.38	5.59*
2. Participation	.14	.01	-.11	3.09
3. Access	.15	.004	.10	2.67
4. Involvement	.15	.006	-.09	1.59
5. Communication	F-level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

that participation predicted 3 percent of the variance of SRA reading scores, while resolution and involvement together predicted another additional 3 percent of the variance at a statistical level of > .05. Access predicted a very small amount of the variance of SRA reading scores. The variable of communication displayed an F-level insufficient for computation.

SRA Mathematics Scores. The results for this achievement measure are found in Table 4-27. The analysis indicated that resolution predicted 8 percent of the variance of mathematics scores at a >.05 level of significance. Participation predicted another 1.2 percent and involvement predicted an additional 2 percent of the variance at > .05. Communication and access predicted a very small amount of the variance of mathematics scores. None of the five variables were statistically significant.

SRA Language Scores. The results of the analysis for this achievement measure are found in Table 4-28. The analysis indicated that resolution predicted 11 percent of the variance of SRA language scores at a .05 level of significance. Participation, access, and involvement each predicted an additional 2 percent of the variance at a >.05 level of significance. Communication predicted a very small amount of the variance of SRA language scores. Only the variable of resolution was statistically significant at the .05 level.

SRA Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-29. The analysis indicated that resolution predicted 9 percent of the variance of SRA cumulative

Table 4-26

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Reading Scores (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.03	.03	-.19	1.35
2. Resolution	.05	.02	.15	.96
3. Involvement	.06	.01	-.14	.81
4. Access	.06	.001	.04	.61
5. Communication	F-level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-27

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Mathematics Scores (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.08	.08	.24	3.03
2. Participation	.09	.012	-.15	1.87
3. Involvement	.11	.02	.11	1.46
4. Communication	.11	.003	.07	1.11
5. Access	.11	.001	.04	.87

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-28

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Language Scores (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.11	.11	.32	4.91*
2. Participation	.14	.02	-.15	2.95
3. Access	.16	.02	.20	2.25
4. Involvement	.18	.02	-.16	1.86
5. Communication	.18	.003	.07	1.47

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-29

Multiple Step-Wise Regression Analysis
Dependent Variable - SRA Cumulative Scores (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.09	.09	.31	3.89
2. Participation	.13	.03	-.18	2.66
3. Access	.14	.02	.16	1.98
4. Involvement	.15	.006	-.09	1.51
5. Communication	.15	.001	.05	1.19

N = 40

* - Significant at .05 level

** - Significant at .01 level

scores at a statistical level of > .05. Participation predicted an additional 3 percent and access predicted another 2 percent of the variance. Involvement and communication predicted a very small amount of the variance of SRA cumulative scores. None of the five variables were statistically significant.

Summary for Elementary Students. The analysis of the data found in Tables 4-23 to 4-29 indicated that, except in the case of SRA reading scores, resolution consistently accounted for a larger percentage of the variance of achievement than any of the five variables. Resolution predicted an average of 11 percent at a statistically significant level of .05 of the variance on six measures of achievement (reading grades, mathematics grades, language grades, SRA mathematics scores, SRA language scores, and SRA cumulative scores). While resolution predicted from 2 percent to 21 percent in the seven cases, the lowest two percentage predictions were found on reading grades and SRA reading scores. The next lowest prediction jumped to 8 percent for SRA mathematics scores. Participation was a variable that predicted no more than 3 percent of the variance of any of the achievement measures, but in five of the seven cases was the second variable that entered into the equation after resolution. Statistically significant results at a .05 level were obtained on three of the variables in three cases. Resolution was significant twice at the .05 level and once at the .01 level. The findings indicate that resolution best predicts the variance of student achievement and is the important variable (.11 at .05) for elementary students.

Participation predicts much lower levels of student achievement variance, but except in the case of mathematic grades, is consistently one step away from resolution in the regression analysis.

Secondary Parents

The responses from secondary parents to this question are analyzed and presented in Tables 4-30 to 4-36.

Reading Grades. The results of the analysis for this achievement measure are found in Table 4-30. The analysis indicated that access accounted for 13 percent of the variance of reading grades at a .05 level of significance. Involvement predicted an additional 4 percent, participation predicted another 6 percent of the variance and communication .5 percent. All were significant at the .05 level. Resolution predicted a very small amount of the variance of reading grades at a nonsignificant level.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-31. The analysis indicated that involvement predicted 8 percent of the variance of mathematics grades at a $>$.05 level. Access predicted an additional 1 percent of the variance and resolution, participation, and communication predicted a very little amount of the variance of mathematics grades at a $>$.05 level of significance. None of the five variables were statistically significant.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-32. The analysis indicated that

Table 4-30

Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.13	.13	.26	5.56*
2. Involvement	.17	.04	.28	3.75*
3. Participation	.23	.06	-.27	3.59*
4. Communication	.24	.005	.08	2.69*
5. Resolution	.24	.001	.06	2.10

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-31

Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.08	.08	.29	3.42
2. Access	.09	.01	.20	1.93
3. Resolution	.10	.006	-.07	1.34
4. Participation	.10	.003	-.07	1.01
5. Communication	.10	.0009	-.04	.79

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-32

Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.11	.11	.27	4.89*
2. Access	.17	.05	.33	3.66*
3. Communication	.17	.005	-.06	2.46
4. Resolution	.17	.002	-.10	1.81
5. Participation	.18	.004	.07	1.45

N = 40

* - Significant at .05 level

** - Significant at .01 level

involvement predicted 11 percent of the variance of language grades while access predicted an additional 5 percent of the variance. Both were significant at the .05 level. Communication, resolution, and participation predicted a very little amount of the variance of language grades at a nonsignificant level.

ITED Reading Scores. The results of the analysis for this achievement measure are found in Table 4-33. The analysis indicated that access predicted 11 percent of the variance of ITED reading scores at a statistical level of .05. Involvement predicted an additional 3 percent and participation predicted another 4 percent of the variance at a $>.05$ level of significance. Resolution and access predicted little of the variance of ITED reading scores at a nonsignificant level.

ITED Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-34. The analysis indicated that access predicted 14 percent of the variance of ITED mathematics scores at a .05 level while resolution predicted an additional 9 percent at a .01 level of significance. Communication predicted another 2 percent and involvement predicted an additional 1 percent of the variance at a statistical level of .05. Participation predicted very little of the variance of ITED mathematics scores at a level of .05.

Table 4-33

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Reading Scores (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.11	.11	.35	4.52*
2. Involvement	.14	.03	.25	2.98
3. Participation	.18	.04	-.17	2.56
4. Resolution	.18	.005	-.12	1.93
5. Communication	.18	.002	.06	1.51

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-34

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Mathematics Scores (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.14	.14	.59	6.37*
2. Resolution	.24	.09	-.48	5.80**
3. Communication	.26	.02	.19	4.28*
4. Involvement	.28	.01	.14	3.34*
5. Participation	.28	.007	-.10	2.70*

N = 40

* - Significant at .05 level

** - Significant at .01 level

ITED Language Scores. The results of the analysis for this achievement measure are found in Table 4-35. The analysis indicated that access predicted 15 percent of the variance of ITED language scores while participation predicted an additional 7 percent at a statistically significant level of .05. Involvement predicted another 3 percent and resolution predicted an additional 2 percent of the variance at a .05 level. Communication predicted a very small amount of the variance of ITED language scores at .05.

ITED Cumulative Scores. The results of the analysis for this achievement measure are found in Table 3-36. The analysis indicated that access predicted 16 percent of the variance of ITED cumulative scores at a statistically significant level of .01. Participation predicted an additional 5 percent, involvement predicted another 4 percent, and resolution predicted another 3 percent of the variance. All were significant at the .05 level. Communication predicted a very small amount of the variance of ITED cumulative scores.

Summary for Secondary Parents. The analysis of the data found in Tables 4-30 to 4-36 indicated that the variable of access in five of seven cases accounted for a larger percentage of the variance of

Table 4-35

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Language Scores (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.15	.15	.57	6.45*
2. Participation	.22	.07	-.29	5.21*
3. Involvement	.25	.03	.19	3.98*
4. Resolution	.27	.02	-.22	3.25*
5. Communication	.27	.0002	-.02	2.53*

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-36

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Cumulative Scores (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.17	.16	.56	7.53**
2. Participation	.22	.05	-.22	5.11*
3. Involvement	.25	.04	.22	4.07*
4. Resolution	.28	.03	-.29	3.47*
5. Communication	.29	.004	.09	2.75*

N = 40

* - Significant at .05 level

** - Significant at .01 level

achievement than any of the five variables. Access predicted an average of 14 percent of the variance on five measures of achievement (reading grades, ITED language scores, ITED mathematics scores, ITED reading scores, and ITED cumulative scores). (Note that due to a lack of an appropriate reading grade at the secondary level, the comprehension portion of the ITED reading scores were substituted.) In the two cases of mathematics and reading grades, involvement predicted 8 percent and 11 percent of the variance, while access dropped to the second variable in the regression analysis. Statistically significant results were on one to five variables in the cases of reading grades, language grades and all four of the ITED measures of achievement. The findings indicate that access best predicts the variance of student achievement and is the important variable (.14 at .05) for secondary parents.

Secondary Students

The findings related to this question for secondary students are found in Tables 4-37 to 4-43.

Reading Grades. The results of the analysis for this achievement measure are found in Table 4-37. The analysis indicated that involvement predicted 4 percent of the variance of reading grades, while participation and access each predicted an additional 3 percent of the variance at a $>.05$ level of significance. Resolution and communication each predicted a very small amount of the variance of reading grades. None of the five variables were statistically significant.

Table 4-37

Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.43	.04	.25	1.71
2. Participation	.75	.03	-.21	1.50
3. Access	.11	.03	.25	1.46
4. Resolution	.11	.006	-.09	1.12
5. Communication	.12	.0009	-.04	.89

N = 40

* - Significant at .05 level

** - Significant at .01 level

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-38. The analysis indicated that involvement predicted 27 percent of the variance of mathematics grades at a statistically significant level of .01. Participation predicted an additional 7 percent and resolution another .4 percent of the variance at a .01 level. Access predicted very little of the variance of mathematics grades and the variable of communication displayed an F-level insufficient for computation.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-39. The analysis indicated that involvement predicted 20 percent of the variance of language grades at a statistically significant level of .01. Communication predicted 1 percent of the variance and resolution predicted 6 percent of a .05 level of significance. Access and participation predicted very little of the variance of reading grades at a nonsignificant level.

ITED Reading Scores. The results of the analysis for this achievement measure are found in Table 4-40. The analysis indicated that involvement predicted 4 percent of the variance of ITED reading scores, while participation predicted an additional 8 percent and access and resolution each predicted another 2 percent of the variance at a $>.05$ level of significance. The variable of communication displayed an F-level that was insufficient for computation. None of the five variables were statistically significant.

ITED Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-41. The analysis indicated

Table 4-38

Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.27	.27	.55	13.73**
2. Participation	.34	.07	-.40	9.37**
3. Resolution	.37	.04	.20	7.11**
4. Access	.38	.005	.09	5.31**
5. Communication	F-level not sufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-39

Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.20	.20	.43	9.70**
2. Communication	.21	.01	.10	5.09*
3. Resolution	.22	.006	-.08	3.42*
4. Access	.22	.001	.06	2.51
5. Participation	.22	.0009	-.04	1.96

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-40

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Reading Scores (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.04	.04	.31	1.8
2. Participation	.12	.08	-.26	2.58
3. Access	.14	.02	.22	2.03
4. Resolution	.17	.02	-.20	1.79
5. Communication	F-Level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

that involvement and participation each predicted 5 percent of the variance of ITED mathematics scores, while access accounted for another 3 percent of the variance at a $>$.05 level of significance. Resolution and communication each predicted very little of the variance of ITED mathematics scores. None of the five variables were statistically significant.

ITED Language Scores. The results of the analysis for the achievement measure are found in Table 4-42. The analysis indicated that access, resolution, and communication each predicted 2 percent of the variance of ITED language scores, while involvement and participation each predicted another 1 percent of the variance at a statistical level of $>$.05. None of the five variables were statistically significant.

ITED Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-43. The analysis indicated that involvement predicted 4 percent of the variance of ITED cumulative scores while participation predicted an additional 5 percent, and access predicted another 3 percent of the variance at a $>$ .05 level of significance. Resolution and communication predicted very little of the variance of ITED cumulative scores. None of the five variables were statistically significant.

Summary for Secondary Students. The analysis of the data found in Tables 4-37 to 4-43 indicated that involvement accounted for a larger percentage of the variance of student achievement than any of the five variables. Involvement predicted from 20 percent to 27

Table 4-41

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Mathematics Scores (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.05	.05	.27	2.09
2. Participation	.10	.05	-.34	2.01
3. Access	.13	.03	.24	1.83
4. Resolution	.14	.006	.09	1.41
5. Communication	.14	.004	-.09	

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-42

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Language Scores (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.02	.02	.29	.61
2. Resolution	.04	.02	-.17	.76
3. Involvement	.05	.01	.19	.63
4. Communication	.07	.02	-.19	.64
5. Participation	.08	.01	-.12	.57

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-43

Multiple Step-Wise Regression Analysis
Dependent Variable - ITED Cumulative Scores (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.04	.04	.28	1.58
2. Participation	.09	.05	-.27	1.90
3. Access	.12	.03	.27	1.68
4. Resolution	.13	.006	-.10	1.30
5. Communication	.14	.006	-.10	1.06

N = 40

* - Significant at .05 level

** - Significant at .01 level

percent of the variance for language and mathematics grades and from 1 percent to 5 percent an average of 3.6 percent, for the other five achievement measures. Participation predicted an average of 5.6 percent of the variance of achievement in five cases (all except language grades and ITED language scores). Statistically significant results were obtained on from three to four variables in two cases (language grades and mathematics grades). Involvement was found to be statistically significant at the .01 level in both cases. The findings indicate that involvement best predicts the variance of student academic achievement for language grades and mathematics grades. Involvement and participation best predict the variance of academic achievement in the other cases, with involvement always preceding participation in entering the regression equation. Communication in five of the seven cases (all except language grades and ITED language scores) predicted almost none of the variance of student academic achievement. Hence, the findings are inconclusive at a $>.05$ level of significance.

Elementary Parents and Students, Secondary Parents and Students

The findings related to this question for the combination of all parents and students are found in Tables 4-44 to 4-50.

Reading Grades. The results of the analysis for this achievement measure are found in Table 4-44. The analysis indicated that access predicted 6 percent of the variance of reading grades at a .01 level of significance. Involvement predicted an additional 3 percent of the variance at .01. Participation, communication, and resolution

Table 4-44

Multiple Step-Wise Regression Analysis
Dependent Variable - Reading Grades (Personal)
Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.06	.06	.22	11.16**
2. Involvement	.09	.03	.19	8.01**
3. Participation	.09	.007	-.09	5.73**
4. Communication	.10	.001	.04	4.34**
5. Resolution	.10	.002	.02	3.46**

N = 40

* - Significant at .05 level

** - Significant at .01 level

together predicted another 1 percent of the variance of reading grades at a .01 level.

Mathematics Grades. The results of the analysis for this achievement measure are found in Table 4-45. The analysis indicated that involvement predicted 7 percent of the variance of mathematics grades at a statistically significant level of .01. Access predicted another 3 percent of the variance while resolution, participation, and communication together only predicted an additional 1.1 percent of the variance of mathematics grades at a .01 level of significance.

Language Grades. The results of the analysis for this achievement measure are found in Table 4-46. The analysis indicated that involvement predicted 3 percent of the variance of language grades, while resolution predicted an additional 2 percent of the variance and access another .4 percent at a .05 level of significance. Communication and participation together only predicted about another .7 percent of the variance of language grades at a nonsignificant level.

Achievement Reading Scores. The results of the analysis for this achievement measure are found in Table 4-47. The analysis indicated that access predicted 5 percent of the variance of achievement reading scores while involvement predicted an additional 2 percent and participation another .6 percent at a .01 level of significance. Resolution and communication together only predicted an additional .4 percent of the variance of achievement reading scores at a statistical level of .05.

Table 4-45

Multiple Step-Wise Regression Analysis
Dependent Variable - Mathematics Grades (Personal)
Elementary Students, Elementary Parents, Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.07	.07	.25	11.91**
2. Access	.10	.03	.16	8.91**
3. Resolution	.11	.005	.12	6.21**
4. Participation	.11	.004	-.08	4.83**
5. Communication	.11	.002	-.05	3.91**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-46

Multiple Step-Wise Regression Analysis
Dependent Variable - Language Grades (Personal)
Elementary Students, Elementary Parents, Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.03	.03	.16	4.96*
2. Resolution	.05	.02	.11	3.95*
3. Access	.05	.004	.10	2.86*
4. Communication	.05	.002	-.05	2.20
5. Participation	.05	.0008	-.03	1.78

N = 40

* - Significant at .05 level

** - Significant at .01 level

√

Table 4-47

Multiple Step-Wise Regression Analysis
Dependent Variable - Achievement Reading Scores (Personal)
Elementary Students, Elementary Parents, Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.05	.05	.25	7.88**
2. Involvement	.06	.02	.16	5.33**
3. Participation	.07	.006	-.07	3.92**
4. Resolution	.07	.004	-.08	3.09*
5. Communication	.07	.0002	.02	2.47*

N = 40

* - Significant at .05 level

** - Significant at .01 level

Achievement Mathematics Scores. The results of the analysis for this achievement measure are found in Table 4-48. The analysis indicated that access predicted 4 percent of the variance of achievement mathematics scores, while participation predicted an additional 2 percent of the variance at a .05 level of significance. Involvement predicted another 2 percent of the variance at a .01 level. Communication resolution predicted less than another .1 percent of the variance of achievement mathematics scores at a statistical level of .05.

Achievement Language Scores. The results of the analysis for this achievement measure are found in Table 4-49. The analysis indicated that access predicted 7 percent of the variance of achievement language scores at a statistically significant level of .01. Involvement and participation together only predicted an additional 1.7 percent of the variance at a .01 level. Communication and resolution both displayed F-levels that were insufficient for computation.

Achievement Cumulative Scores. The results of the analysis for this achievement measure are found in Table 4-50. The analysis indicated that access predicted 7 percent of the variance of achievement cumulative scores at a statistically significant level of .01. Involvement predicted another 2 percent, and participation an additional 1 percent of the variance at a .01 level. Communication and resolution together predicted a very small amount of the variance of achievement cumulative scores, less than .03 percent at a level of .01.

Summary for Parents and Students Combined. The analysis of the data found in Tables 4-44 to 4-50 indicated that access and involvement

Table 4-48

Multiple Step-Wise Regression Analysis
Dependent Variable - Achievement Mathematics Scores (Personal)
Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.04	.04	.22	6.37*
2. Participation	.05	.02	-.19	4.55*
3. Involvement	.08	.02	.16	4.49**
4. Communication	.08	.001	.05	3.40*
5. Resolution	.08	.0001	-.01	2.71*

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-49

Multiple Step-Wise Regression Analysis
Dependent Variable - Achievement Language Scores (Personal)
Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.07	.07	.27	11.12**
2. Involvement	.08	.009	.14	6.42**
3. Participation	.08	.008	-.10	4.77**
4. Communication	F-Level Insufficient for Computation			
5. Resolution	F-Level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-50

Multiple Step-Wise Regression Analysis
Dependent Variable - Achievement Cumulative Scores (Personal)
Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.07	.07	.28	12.75**
2. Involvement	.09	.02	.18	7.98**
3. Participation	.11	.01	-.13	6.13**
4. Communication	.11	.0002	.02	4.58**
5. Resolution	.11	.0001	-.02	3.65**

N = 40

* - Significant at .05 level

** - Significant at .01 level

were the two variables that accounted for a larger percentage of the variance of achievement for the four groups combined than any of the five variables. Access predicted an average of 5.3 percent of the variance of six measures of student achievement, and involvement predicted an average of 6 percent of the variance of six measures. Each of the five variables were statistically significant in five cases (all except language grades and achievement language scores). The findings indicate that involvement is the best predictor of student academic achievement and is the important variable (.05 at .01) for the combined group of students and parents.

Summary for Research Question Four

The summaries for each of the five cases have previously been discussed and can be summarized as follows: (a) The findings indicate that participation best predicts the variance of student achievement in five measures (all except SRA mathematics scores and mathematics grades and is the important variable (.08 at $>.05$) for elementary parents); (b) For elementary students resolution best predicts the variance of student achievement in six measures (all except SRA reading scores and is the important variable (.11 at $<.05$); (c) Access best predicts the variance of student achievement in five measures (all except mathematics and language grades) and is the important variable (.14 at $<.05$) for secondary parents; (d) For secondary students the findings are inconclusive at a statistical level of $<.05$; (e) Access best predicts student achievement for six measures (all except language grades) and is the important variable (.06 at .01) for the combined parent and student group. In general, the findings presented as a result of regression analysis are weak and inconclusive. No critical or determinant variables are evident while the important variables of participation (elementary parents), resolution (elementary students), and access (secondary parents and the combined group) are weak predictors of the variance of student achievement. Important variables predict more than five percent but less than 15 percent of the variance. Levels of statistical significance are varied, but average .05.

Research Question Five

> What is the relationship between effective school-community relations and achievement for parents and students in elementary and secondary schools?

The responses from parents and students to this question are analyzed and presented in Tables 4-51 to 4-55. No statistically significant correlation was found between effective school-community relations and any measure of achievement for elementary parents and elementary students. For secondary parents, effective school-community relations had a low correlation with six measures (ITBS reading, ITBS language, ITBS mathematics, ITBS cumulative, reading and math grades) at a $>.05$ level of significance. For secondary students, effective school-community relations had statistically significant correlations at the .05 level with five achievement measures. These correlations were moderately low with achievement test reading scores, achievement

Table 4-51

Correlations Between School-Community Relations and Different
Measures of Student Achievement (Personal)
Elementary Parents

	SRA Reading	SRA Language	SRA Mathematics	SRA Cumulative	Grade Reading	Grade Language	Grade Mathematics
School-Community Relations	-.10 (.277)	.03 (.425)	-.07 (.325)	-.01 (.471)	-.07 (.330)	.01 (.487)	-.08 (.305)

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-52

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal) Elementary Students

	SRA Reading	SRA Language	SRA Mathematics	SRA Cumulative	Grade Reading	Grade Language	Grade Mathematics
School-Community Relations	-.17 (.141)	-.01 (.473)	-.02 (.449)	-.05 (.391)	-.13 (.211)	.07 (.329)	.16 (.168)

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-53

Correlations Between School-Community Relations and Different
Measures of Student Achievement (Personal)
Secondary Parents

	ITED Reading	ITED Language	ITED Mathematics	ITED Cumulative	Grade Reading	Grade Language	Grade Mathematics
School-Community Relations	.15 (.170)	.16 (.155)	.22 (.084)	.20 (.103)	.20 (.108)	.05 (.370)	.18 (.128)

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-54

Correlations Between School-Community Relations and Different
Measures of Student Achievement (Personal)
Secondary Students

	ITED Reading	ITED Language	ITED Mathematics	ITED Cumulative	Grade Reading	Grade Language	Grade Mathematics
School-Community Relations	.31 (.024)*	.20 (.111)	.31 (.025)*	.31 (.027)*	.35 (.012)*	.23 (.073)	.34 (.015)*

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-55

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal)
Elementary Students and Parents
Secondary Students and Parents

	Achievement Reading	Achievement Language	Achievement Mathematics	Achievement Cumulative	Grade Reading	Grade Language	Grade Mathematics
School-Community Relations	.11 (.081)	.13 (.050)*	.10 (.104)	.15 (.033)*	.17 (.014)*	.03 (.356)	.18 (.011)*

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

test mathematics scores, achievement test cumulative scores, reading grades, and mathematics grades. When parents and students were combined, effective school-community relations had statistically significant correlations at the .05 level with four achievement measures. The correlations were low with all four measures of student achievement (achievement language scores, achievement cumulative scores, reading grades, and mathematics grades). The data suggests that effective school-community relations does have a moderately low relationship with student achievement for secondary students, but has the relationship with student achievement for the remaining four groups (secondary parents, elementary parents, elementary students, and all combined). Hence, a principal finding is that there is little or no relationship between effective school-community relations and achievement. However, confidence in the findings is eroded by the fact that most of the findings are statistically significant at the $>.05$ level.

Research Question Six

> What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of legitimacy for parents and students in elementary and secondary schools?

Elementary Parents

The responses from elementary parents to this question are analyzed and presented in Table 4-56. The results of this analysis

Table 4-56

Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.25	.25	.39	12.43**
2. Participation	.31	.06	.22	8.35**
3. Access	.32	.01	.08	5.69**
4. Involvement	.32	.002	-.05	4.19**
5. Resolution	.33	.001	.05	3.28*

N = 40

* - Significant at .05 level

** - Significant at .01 level

indicated that communication predicted 25 percent of the variance of legitimacy at a .01 level of statistical significance. Participation accounted for 6 percent of the variance also at a .01 level. The variables of access accounted for an additional 1 percent of the variance with involvement and resolution together accounting for only another .3 percent of the variance of legitimacy. The variables of access and involvement were statistically significant at the .01 level while resolution was significant at the .05 level. Communication is the determinant variable of legitimacy for elementary parents (.25 at .01).

Elementary Students

The responses from elementary students to this question are analyzed and presented in Table 4-57. The analysis indicated that access accounted for 23 percent of the variance of legitimacy at a .01 level of significance. Communication accounted for an additional 10 percent all at a .01 level. Resolution predicted another 3 percent of the variance at a .01 level. The variables of participation and involvement accounted for a very small amount of the variance of legitimacy at a significant level of .01. Access is the critical variable of legitimacy for elementary students (.23 at .01).

Table 4-57

Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.23	.23	.34	11.27**
2. Communication	.33	.10	.27	9.05**
3. Resolution	.36	.03	.21	6.64**
4. Participation	.36	.006	-.08	4.98**
5. Involvement	.36	.0006	-.03	3.88**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-58

Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.42	.42	.46	27.04**
2. Access	.49	.07	.39	17.83**
3. Participation	.50	.005	.10	11.81**
4. Resolution	.50	.007	-.14	8.87**
5. Involvement	.50	.001	.04	6.93**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Secondary Parents

The responses from secondary parents to this question are analyzed and presented in Table 4-58. The analysis indicated that communication predicted 42 percent of the variance of legitimacy at a statistically significant level of .01. Access predicted an additional 7 percent of the variance at a .01 level. The variables of participation, resolution, and involvement together predicted only another 1.3 percent of the variance of legitimacy at a .01 level of significance. Communication is the determinant variable of legitimacy for secondary parents (.42 at .01).

Secondary Students

The responses from secondary students to this question are analyzed and presented in Table 4-59. The analysis indicated that resolution accounted for 31 percent of the variance of legitimacy at a significant level of .01. Communication accounted for an additional 9 percent at a .01 level. Participation predicted another 2 percent and involvement another 1 percent of the variance also at the .01 level. Access accounted for a very small amount of the variance of legitimacy. Resolution is the determinant variable of legitimacy for secondary students (.31 at .01).

Table 4-59

Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.31	.31	.33	16.72**
2. Communication	.39	.09	.19	11.96**
3. Participation	.41	.02	.13	8.49**
4. Involvement	.42	.01	.12	6.45**
5. Access	.43	.006	.11	5.15**

N = 40

* - Significant at .05 level

** - Significant at .01 level

Elementary Parents and Students, Secondary Parent and Students

The responses to this question from the combined parent and student groups are analyzed and presented in Table 4-60. The analysis indicated that communication accounted for 30 percent of the variance of legitimacy at a statistically significant level of .01. Access accounted for another 7 percent at a .01 level. Participation accounted for an additional 2 percent of the variance also at a .01 level of significance. The variables of resolution and involvement together accounted for less than another 1 percent of the variance of legitimacy at a .01 level. Communication is the determinant variable of legitimacy for the combined parent and student group (.30 at .01).

Summary for Research Question Six

For this question, communication is the determinant variable and predicted 42 percent of the variance, 25 percent of the variance, and 30 percent of the variance of legitimacy for secondary parents, elementary parents, and parent and student groups combined respectively, all at a .01 level of significance. However, student groups show a different pattern with resolution being the determinant variable and predicting 31 percent of the variance of legitimacy for secondary students, and access being the critical variable and predicting 23 percent of the variance for elementary students at a

Table 4-60

Multiple Step-Wise Regression Analysis
Dependent Variable - Legitimacy (Personal)
Elementary Students, Elementary Parents
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.30	.30	.34	67.48**
2. Access	.37	.07	.22	45.31**
3. Participation	.38	.02	.09	32.45**
4. Resolution	.39	.006	.10	24.84**
5. Involvement	.39	.003	.06	19.19**

N = 40

* - Significant at .05 level

** - Significant at .01 level

.01 level. The findings indicate that communication is the determinant variable and is the best predictor of legitimacy for both parent groups and the combined group. Thus overall legitimacy can be said to be determined largely by the variable of communication. Secondary students are clearly a deviant case where resolution determines perceptions of legitimacy. For elementary students access is the critical variable and is a variable that correlates highly with the variables of resolution and access (research question two).

Research Question Seven

> What is the relationship between effective school-community relations and legitimacy for parents and students in elementary and secondary schools?

The responses from students and parents to this question are analyzed and presented in Table 4-61. Legitimacy is found to correlate moderately low with elementary students. However, in instances with elementary parents, secondary students, and the combined group, the relationships between effective school-community relations and legitimacy are moderately high. The correlation for secondary parents is high. These findings are all statistically significant at the .01 level. These findings indicate that effective school-community relations and legitimacy are related at a high or moderately high level and a statistically significant for all groups except for elementary students.

Table 4-61

Correlations Between Legitimacy and School-Community Relations

Personal

	Legitimacy				
	Elementary Parents	Elementary Students	Secondary Students	Secondary Parents	Parents and Students Combined
School-Community Relations	.63 (.000)** N=40	.46 (.001)** N=40	.59 (.000)** N=40	.72 (.000)** N=40	.65 (.000)** N=160

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlation

* - Significance at the .05 level.

** - Significance at the .01 level.

Research Question Eight

> What is the relationship between achievement and legitimacy for parents and students in elementary and secondary schools?

The responses of students and parents to this question are analyzed and presented in Tables 4-62 to 4-66. No statistically significant correlations were found in the case of elementary parents (Table 4-62). For elementary students (Table 4-63), legitimacy was found to have a moderately low correlation with one measure of achievement (r = .37 mathematics grade) at a .01 level of statistical significance, and five low correlations at a level > .05. For secondary parents (Table 4-64), legitimacy was found to have a moderately low correlation with six measures of achievement (r = .38 ITED language, r = .31 ITED mathematics, r = .34 ITED cumulative, r = .37 reading grade, r = .30 language grade, r = .32 mathematics grades at a .05 level). For secondary students (Table 4-65), legitimacy was found to have a low correlation with four measures of achievement (r = .23 ITED mathematics, r = .15 ITED cumulative, r = .11 reading grade) at a > .05 level. When all groups were combined (Table 4-66), legitimacy was found to correlate low with six measures of achievement (r = .16 achievement reading score, r = .20 achievement language score, 4 = .21 achievement cumulative score, 4 = .25 reading grade, r = .15 language grade, r = .23 mathematics grade) at a .05 level.

Table 4-62

Correlations Between Legitimacy and Different Measures of Student Achievement (Personal) Elementary Parents

	SRA Reading	SRA Language	SRA Mathematics	SRA Cumulative	Grade Reading	Grade Language	Grade Mathematics
Legitimacy	.04 (.393)	.11 (.242)	-.16 (.167)	.08 (.310)	.11 (.250)	.15 (.182)	-.05 (.376)

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-63

Correlations Between Legitimacy and Different
Measures of Student Achievement (Personal)
Elementary Students

	SRA Reading	SRA Language	SRA Mathematics	SRA Cumulative	Grade Reading	Grade Language	Grade Mathematics
Legitimacy	.08 (.303)	.14 (.199)	.16 (.164)	.17 (.141)	.21 (.099)	.24 (.072)	.37 (.009)**

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-64

Correlations Between Legitimacy and Different
Measures of Student Achievement (Personal)
Secondary Parents

	ITED Reading	ITED Language	ITED Mathematics	ITED Cumulative	Grade Reading	Grade Language	Grade Mathematics
Legitimacy	.25 (.057)	.38 (.012)*	.31 (.026)*	.34 (.015)*	.37 (.010)**	.30 (.032)*	.32 (.022)*

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-65

Correlations Between Legitimacy and Different
Measures of Student Achievement (Personal)
Secondary Students

	ITED Reading	ITED Language	ITED Mathematics	ITED Cumulative	Grade Reading	Grade Language	Grade Mathematics
Legitimacy	.096 (.277)	.09 (.290)	.23 (.018)	.15 (.174)	.11 (.248)	-.01 (.475)	.27 (.043)*

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-66

Correlations Between Legitimacy and Different Measures of Student Achievement (Personal)
Elementary Students and Parents
Secondary Students and Parents

	Achievement Reading	Achievement Language	Achievement Mathematics	Achievement Cumulative	Grade Reading	Grade Language	Grade Mathematics
Legitimacy	.16 (.023)*	.20 (.005)**	.12 (.072)	.21 (.004)**	.25 (.001)**	.15 (.031)**	.23 (.002)**

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations

* - Significant at .05 level.

** - Significant at .01 level.

In general, there is a low correlation between legitimacy and student academic achievement across all groups. However, the levels of statistical significance are mixed with two levels at $>.05$ and the remaining cases significant at .05.

Research Question Nine

> What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of support for parents and students in elementary and secondary schools?

Elementary Parents

The responses from elementary parents to this question are analyzed and presented in Table 4-67. The results of the analysis indicated that resolution accounted for 19 percent of the variance of support at a statistical level of .01. Involvement accounted for an additional 6 percent and communication another 9 percent at a .01 level. Access accounted for an additional 1 percent of the variance at a .01 significance. The variable of participation was found to have an F-level insufficient for computation. Resolution is a critical variable of support for elementary parents (.19 at .01).

Elementary Students

The responses from elementary students to this question are analyzed and presented in Table 4-68. The results of the analysis indicated that participation predicted 7 percent of the variance of support at a $>.05$ level. Communication predicted an additional 4 percent and involvement predicted another 1 percent of the variance

Table 4-67

Multiple Step-Wise Regression Analysis
Dependent Variable - Support (Personal)
Elementary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.19	.19	.37	9.09**
2. Involvement	.26	.06	-.39	6.37**
3. Communication	.35	.09	.37	6.32**
4. Access	.36	.01	-.14	4.85**
5. Participation	F-Level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-68

Multiple Step-Wise Regression Analysis
Dependent Variable - Support (Personal)
Elementary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.04	.04	.31	1.74
2. Participation	.12	.07	-.25	2.41
3. Involvement	.13	.01	-.16	1.78
4. Access	.14	.007	.09	1.38
5. Resolution	F-level Insufficient for Computation			

N = 40

* - Significant at .05 level

** - Significant at .01 level

at a >.05 level of significance. Access predicted less than another 1 percent of the variance of support. Resolution had an F-level insufficient for computation. None of the variables were statistically significant. Participation is the important variable of support for elementary students (.07 at >.05).

Secondary Parents

The responses from secondary parents to this question are analyzed and presented in Table 4-69. The results of the analysis indicated that communication accounted for 21 percent of the variance of support at a statistically significant level of .01. Resolution accounted for an additional 4 percent at a .01 level. Involvement accounted for another 2 percent of the variance while the variables of access and participation together accounted for less than .4 percent of the variance of support at a .05 level of significance. Communication is the critical variable of support for secondary parents (.21 at .01).

Secondary Students

The responses from secondary students to this question are analyzed and presented in Table 4-70. The results of the analysis indicated that involvement accounted for 7 percent of the variance of support at a >.05 level of significance. Participation predicted an additional 2 percent and resolution accounted for another 3 percent of the variance at a >.05 level. Communication and access accounted for a very small amount of the variance of support. None of the

Table 4-69

Multiple Step-Wise Regression Analysis
Dependent Variable - Support (Personal)
Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.21	.21	.29	10.07**
2. Resolution	.25	.04	.16	6.07**
3. Involvement	.26	.02	.14	4.31*
4. Access	.27	.003	.09	3.20*
5. Participation	.27	.0006	-.03	2.49*

N = 40

* - Significant at .05 level

** - Significant at .01 level

Table 4-70

Multiple Step-Wise Regression Analysis
Dependent Variable - Support (Personal)
Secondary Students

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.07	.07	.27	2.95
2. Participation	.97	.02	-.25	1.98
3. Resolution	12	.03	.21	1.70
4. Communication	.12	.0007	.05	1.25
5. Access	.23	.0006	-.03	.98

N = 40

* - Significant at .05 level

** - Significant at .01 level

variables were statistically significant. Involvement is the important variable of support for secondary students (.07 at > .05).

Elementary Parents and Students, Secondary Parents and Students

The responses from the combined group of all parents and students to this question are analyzed and presented in Table 4-71. The results of the analysis indicated that communication predicted 8 percent of the variance of support at a .01 level of significance. Resolution predicted an additional 2 percent of the variance and the variables of participation, access, and involvement together only predicted about another 1 percent of the variance of support at a statistical significance of .01. Communication is the important variable of support for the combined group of parents and students (.08 at .01).

Summary for Research Question Nine

For this question, communication accounts for 21 percent of the variance and is the important variable (at a .01 level of significance) of support for secondary parents. Communication also predicts 8 percent of the variance for the combined group at a .01 level and is the critical variable for that group. Involvement accounts for 7 percent of the variance of support and is the important variable at .05 level for secondary students. Nineteen percent of the variance of support for elementary parents was predicted by the variable of resolution which is also the critical variable at .01. Participation accounted for 7 percent of the variance for elementary students. The

Table 4-71

Multiple Step-Wise Regression Analysis
Dependent Variable - Support (Personal)
Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.08	.08	.24	14.56**
2. Resolution	.11	.02	.23	9.37**
3. Participation	.12	.009	-.10	6.86**
4. Access	.12	.001	-.04	5.17**
5. Involvement	.12	.0001	-.01	4.11**

N = 40

* - Significant at .05 level

** - Significant at .01 level

findings indicate that communication is the best predictor for the variance of support for the combined group and secondary parents. Participation is the important variable for elementary students and involvement is the important variable for secondary students. Resolution is the control variable for elementary parents. Parent groups have variables that are statistically significant, but both student groups have no statistically significance variables at any level. Hence, no pattern is evident across groups and involvement again becomes an important variable for secondary students.

Research Question Ten

> What is the relationship between effective school-community relations and support in schools for parents and students in elementary and secondary schools?

The responses from parents and students to this question are analyzed and presented in Table 4-72. Support was found to correlate moderately low at .01 level of significance for the combined parent and student group (r = .38), secondary students (r = .41), and elementary parents (r = .42). Support correlated low with school-community relations for elementary students at a nonsignificant level. Support correlated with school-community relations at a moderately high level for secondary parents (r = .51) at a statistically significant level of .01. These findings suggest a moderately low relationship between effective school-community relations and support for public schools. The notable exception is a moderately high

Table 4-72

Correlations Between Support and School-Community Relations

Personal

	Support				
	Elementary Parents	Elementary Students	Secondary Students	Secondary Parents	Parents and Students Combined
School-Community Relations	.42 (.004)** N=40	.21 (.101) N=40	.41 (.005)** N=40	.51 (.000)** N=40	.38 (.000)** N=160

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

correlation between effective school-community relations and support for the parents of eleventh grade students. With the exception of elementary students, each of these findings is significant at the .01 level.

Research Question Eleven

> What is the relationship between achievement and support for parents and students in elementary and secondary schools?

The responses from parents and students to this question are analyzed and presented in Tables 4-73 to 4-77. No statistical correlations were found for elementary parents or elementary students (Table 4-73 and 4-74) at >.05 level. For secondary parents, all seven measures of student achievement correlated at a moderately low and statistically significant level of .01 with support (r = .40 ITED reading, r = .32 ITED language, r = .47 ITED mathematics, r = .44 ITED cumulative, r = .46 reading grade, r = .39 language grade, 4 = .33 mathematics grade). The findings for secondary students, Table 4-76, indicated three statistically significant findings of .05, two measures correlated with support at a low level (r = .28 ITED reading, r = .28 reading grade), and one measure of achievement correlated moderately low (r = .43 mathematics grade). The combined group of parents and students, Table 4-77, were found to have six measures of student achievement correlate with support at a .01 level of significance. However, all six measures of achievement correlated with support at a

Table 4-73

Correlations Between Support and Different Measures of Student Achievement (Personal) Elementary Parents

	SRA Reading	SRA Language	SRA Mathematics	SRA Cumulative	Grade Reading	Grade Language	Grade Mathematics
Support	.10 (.260)	.09 (.287)	-.05 (.375)	.09 (.293)	.01 (.484)	.06 (.352)	-.08 (.303)

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-74

Correlations Between Support and Different Measures of Student Achievement (Personal) Elementary Students

	SRA Reading	SRA Language	SRA Mathematics	SRA Cumulative	Grade Reading	Grade Language	Grade Mathematics
Support	-.16 (.164)	-.002 (.494)	.17 (.147)	.006 (.486)	.02 (.450)	.13 (.211)	.23 (.075)

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-75

Correlations Between Support and Different Measures of Student Achievement (Personal) Secondary Parents

	ITED Reading	ITED Language	ITED Mathematics	ITED Cumulative	Grade Reading	Grade Language	Grade Mathematics
Support	.40 (.005)**	.32 (.023)*	.47 (.001)**	.44 (.002)**	.46 (.001)**	.39 (.006)**	.33 (.019)*

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-76

Correlations Between Support and Different Measures of Student Achievement (Personal) Secondary Students

	ITED Reading	ITED Language	ITED Mathematics	ITED Cumulative	Grade Reading	Grade Language	Grade Mathematics
Support	.28 (.039)*	.09 (.296)	.24 (.069)	.23 (.079)	.28 (.040)*	.25 (.063)	.43 (.003)**

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Table 4-77

Correlations Between Support and Different Measures of Student Achievement (Personal)
Elementary Students and Parents
Secondary Students and Parents

	Achievement Reading	Achievement Language	Achievement Mathematics	Achievement Cumulative	Grade Reading	Grade Language	Grade Mathematics
Support	.15 (.032)*	.12 (.066)	.20 (.005)**	.18 (.012)*	.19 (.008)**	.19 (.008)**	.19 (.008)**

N = 40

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significant at .05 level.

** - Significant at .01 level.

low level. Hence a finding that can be reached is that little correlation exists between achievement and support for all groups. The statistical significance of these findings appear to be mixed.

Research Question Twelve

> What is the relationship between legitimacy and support for parents and students in elementary and secondary schools?

The responses from parents and students related to this question are analayzed and presented in Table 4-78. Legitimacy correlated with support at a low level for elementary students (r = .28) and at a moderately low level for elementary parents (r = .36), parents and students combined (r = .41) and secondary students (r = .49). The correlation was found to be moderately high for secondary parents (r = .53). Because of the low to moderately low correlation between legitimacy and support, there appears to be little relationship between these variables. The exceptions are data on secondary parents showing a moderately high correlation between support and legitimacy. The statistical significance of these findings are at the .05 level.

Summary of Research Questions One to Twelve

The findings from each of the research questions are found in Table 4-79 and are summarized below.

Table 4-78

Correlations Between Legitimacy and Support

Personal

	Elementary Parents	Elementary Students	Secondary Students	Secondary Parents	Parents and Students Combined
Support	.36 (.012)* N=40	.28 (.042)* N=40	.49 (.001)** N=40	.53 (.000)** N=40	.41 (.000)** N=160

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

* - Significance at .05 level.

** - Significance at .01 level.

Research Question One: Relationship Among the Variables. The findings for this research question indicate that the variables of communication, involvement, resolution and participation are relatively independent of each other. Access, however, correlates moderately high or high in six cases with the two variables of communication and resolution at a .01 level of significance. No major differences are apparent between the groups. The elementary student group is the only group to show no high or moderately high correlation.

Research Question Two: Four Variables and Access. The findings for this research question indicate that resolution is identified as the most powerful predictor for the variance of access by both parent groups and the combined group. Elementary and secondary students begin to show a different pattern with communication being the determinant variable of access for secondary students and involvement being the critical variable of access for elementary students.

Research Question Three: Five Variables and Effective School-Community Relations. The findings for this research question indicate that communication is the determinant variable of effective school-community relations for elementary and secondary parents and the combined group. Again elementary and secondary students show a different pattern with resolution as the important variable for elementary students and involvement as the determinant variable of effective school-community relations for secondary students.

Research Question Four: Five Variables and Achievement. The findings for this research question are inconclusive. No critical or determinant variables are evident while the important variables of resolution (elementary students), and access (secondary parents and the combined group) are weak predictors of the variance of student achievement. Levels of significance are varied but average $<.05$.

Research Question Five: Effective School-Community Relations and Achievement. The findings for this research question indicate that effective school-community relations has a moderately low correlation with student achievement for secondary students. No correlation with elementary parents or students and a low correlation with secondary parents and the combined group. Hence, there is little relationship between effective school-community relations and achievement. However, confidence in the findings is eroded by the fact that most of the findings are statistically significant at the

>.05 level.

Research Question Six: Five Variables and Legitimacy. The findings for this research question indicate that communication is the determinant variable of legitimacy. For secondary parents, elementary parents, and the parent and student groups combined communication predicted legitimacy. Student groups show a different pattern with resolution as the determinant variable of legitimacy for secondary students and with access as the critical variable for elementary students.

Research Question Seven: Effective School-Community Relations and Legitimacy. The findings for this research question indicate that effective school-community relations and legitimacy correlated moderately high with elementary parents, secondary students, and the parent and student combined group. The relationship was high for secondary parents. The only moderately low correlation is for elementary students. Thus effective school-community relations and legitimacy are related for all groups except for elementary students.

Research Question Eight: Legitimacy and Achievement. The findings for this research question indicate that there is a low correlation between legitimacy and student academic achievement across all groups. However, the levels of statistical significance are mixed with two levels at a <.05 level and the remaining cases significant at >.05.

Research Question Nine: Five Variables and Support. The findings for this research question indicate that communication is the critical variable of support for secondary parents and the important variable of support for the combined parent and student group. Resolution is the critical variable of support for elementary parents, participation is the important variable for elementary students, and involvement is the important variable of support for secondary students. Hence, no pattern is evident across groups. Levels of statistical significance are varied.

Research Question Ten: Effective School-Community Relations and Support. The findings for this research question indicated that little correlation was found between effective school-community relations and support for all groups except secondary parents. For secondary parents a moderately high level of correlation is found between effective school-community relations and support. With the exception of elementary students, each of these findings is significant at the .01 level.

Research Question Eleven: Support and Achievement. The findings for this research question indicate that little or no correlation can be found between support and student achievement for all groups except secondary parents. For secondary parents a moderately low level of correlation is found between support and all seven measures of student achievement. In general, little correlation exists between student achievement and support for all groups. The statistical significance of these findings appear to be mixed.

Research Question Twelve: Legitimacy and Support. The findings for this research question indicate that little correlation is found between legitimacy and support. While a moderately high relationship is found to exist between legitimacy and support for secondary parents, little or no relationship is found for the other four groups. The statistical significance of these findings is at the $<.05$ level.

Chapter Summary

In this study twelve research questions have been addressed to find relationships between effective school-community relations and student achievement. The data are presented with the use of tables and discussions. An analysis and a summary of the responses from all five groups are included for each research question. The results of the research questions are summarized in Table 4-79.

Chapter V contains the results obtained through the use of path analysis on research questions two, three, four, and six. Path analysis examines the variable relationships found to be important as a result of multiple regression analysis done in this chapter.

Chapter VI contains the summaries, conclusions, and implications drawn from the findings of Chapter IV and Chapter V, along with an introduction of the findings from the Ingram (1978) and Raskas (1979) studies.

Table 4-79

Research Question	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Small Town Parents and Students
1. Relationship Among Variables (Correlation)	Participation and Access (moderately-high correlation at $<.01$. Resolution and Access correlation (moderately-high) at $<.01$	Relatively Independent at $<.05$	Communication and Resolution (moderately-high) at $<.01$. Resolution and Access (high correlation) at $<.01$. Communication and Access (moderately-high at $<.01$.	Communication and Access (moderately-high) Resolution and Participation (moderately-high correlation) at $<.01$.	Communication and Access (moderately-high) at $<.01$. Resolution and Access (moderately-high) at $<.01$.
2. Four Variables and Access (Regression)	Resolution is Determinant Variable (.34 at $<.01$)	Involvement is Critical Variable (.18 at $<.01$)	Resolution is Determinant Variable (.52 at $<.01$)	Communication is Determinant Variable (.37 at $<.01$)	Resolution is Determinant Variable (.32 at $<.01$)
3. Five Variables and Effective School-Community Relations (Regression)	Communication is Determinant Variable (.55 at $<.01$)	Resolution is Important Variable (.14 at $<.01$)	Communication is Determinant Variable (.52 at $<.01$)	Involvement is Determinant Variable (.33 at $<.01$)	Communication is Determinant Variable (.38 at $<.01$)

Table 4-79 (continued)

Research Question	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Small Town Parents and Students
4. Five Variables and Achievement (Regression)	Findings Inconclusive at > .05	Resolution is Important Variable (.11 at < .05)	Access is Important Variable (.14 at < .05)	Findings Inconclusive at < .05	Access is Important Variable (.06 at < .01)
5. Effective School-Community Relations and Achievement (Correlation)	No Correlation at > .05	No Correlation at > .05	Low Correlation at > .05	Moderately-Low Correlation at < .05	Low Correlation at < .05
6. Five Variables and Legitimacy (Regression)	Communication is Determinant Variable (.25 at < .01)	Access is Critical Variable (.23 at < .01)	Communication is Determinant Variable (.42 at < .01)	Resolution is Determinant Variable (.31 at < .01)	Communication is Determinant Variable (.30 at < .01)
7. Effective School-Community Relations and Legitimacy (Correlation)	Moderately High Correlation at < .01	Moderately Low Correlation at < .01	High Correlation at < .01	Moderately High Correlation at < .01	Moderately High Correlation at < .01
8. Legitimacy and Achievement (Correlation)	No Correlation at > .05	Low Correlation at > .05	Moderately-Low Correlation at < .05	Low Correlation at > .05	Low Correlation at < .05

Table 4-79 (continued)

Research Question	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Small Town Parents and Students
9. Five Variables and Support (Regression)	Resolution is Critical Variable (.19 at < .01)	Participation is Important Variable (.07 at > .05)	Communication is Critical Variable (.21 at < .01)	Involvement is Important Variable (.07 at > .05)	Communication is Important Variable (.08 at < .01)
10. Effective School-Community Relations and Support (Correlation)	Moderately-Low Correlation at < .01	Low Correlation at > .05	Moderately High Correlation at < .01	Moderately Low Correlation at < .01	Moderately Low Correlation at < .01
11. Support and Achievement (Correlation)	No Correlation at > .05	No Correlation at > .05	Moderately-Low Correlation at < .01	Low Correlation at < .05	Low Correlation at < .01
12. Legitimacy and Support (Correlation)	Moderately Low Correlation at < .05	Low Correlation at < .05	Moderately High Correlation at < .01	Moderately Low Correlation at < .01	Moderately Low Correlation at < .01

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Technical Report No. 552

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS AND STUDENT ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCHOOLS

by
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Report from the Project on
Studies of Administration and Organization for Instruction

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Madison, Wisconsin

August 1980

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NOV 7 1980

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Individualized Schooling. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Grant No. OB-NIE-G-80-0117

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DEDICATION

To My Daughters

Amy and Molly

I saw a butterfly — there can be more to life.

You must want to fly so much that you are willing to give up being a caterpillar. What looks like you will die but what's really you will still live. Life is changed, not taken away. Isn't that different from those who die without ever becoming butterflies?

"We can fly!"

"We can become butterflies!"

As he heard his own message he realized how he had misread the instinct to get high. To get to the "top" he must fly, not climb.

Stripe looked at each caterpillar inebriated with joy that there could be a butterfly inside.

Trina Paulus

All men have the stars, but they are not the same things for different people. For some, who are travelers, the stars are guides. For others they are no more than little lights in the sky. For others, who are scholars, they are problems. For my businessman they are wealth. But all these stars are silent. You-you alone — will have the stars as no one else has them —

Antoine de Saint Exupery

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Abstract

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS AND STUDENT ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCHOOLS

Charlotte Oinonen

Under the Supervision of Professor B. Dean Bowles

This study was based on a series of studies conducted through the Home-School-Community Relations Project at the Wisconsin Research and Development Center for Individualized Schooling. This study proposed to accomplish the following tasks: (a) consider the relationships among five variables of school-community relations (access, communication, involvement, participation, and conflict resolution); (b) measure the general relationship between parents' perceptions of school-community relations and their children's academic achievement; (c) determine the contribution of each of the five variables to an overall measure of effective school-community relations; (d) determine the contribution each of the five variables of school-community relations makes toward measures of achievement; (e) measure the general relationship between a student's perception of school-community relations and achievement; (f) refine the Wisconsin project's model of school-community relations; and (g) examine the general relationship among perceptions of elementary and high school parents and students about school-community relations and student academic achievement.

The study was conducted in an elementary school and a high school of a small community which represented families of predominantly middle income status. A validated interview protocol, that contained

both open-ended and focused questions, was used to collect data from parents and students. Student data was measured through achievement test scores and academic grades for students in the fifth and eleventh grades. Three statistical procedures were used to perform the analysis of the data; Pearson product-moment correlations, step-wise multiple regression, and path analysis.

The important findings of the study can be briefly summarized in relationship to the process variables. First, the findings regarding the variables which relate to student achievement were mixed and inconclusive. However, the variable which related most closely with student achievement was the variable of resolution. Little or no relationship was found between effective school-community relations and student achievement. Second, resolution activity and behavior consisted principally of family-child-teacher-school-peer problems and not major policy or practice issues. Third, the variable of communication predicted at least 50 percent of the variance of effective school-community relations for parents of elementary and secondary students.

Fourth, involvement appeared to be a more critical variable among secondary students than any other group. Fifth, while the variables of involvement and participation accounted for virtually none of the variance of either effective school-community relations, achievement, support, or legitimacy, they also showed relatively little or no correlation with each other. They are relatively independent variables and operationally distinct concepts.

Therefore, it can be said that the manner in which parents view the school (effective school-community relations, support, or legitimacy) is largely a function of communication. Also, the school-community relations variables most influencing parental behavior are different from the variables influencing student behavior. A proposed model and alternate models have been developed to explain school-community relations in relationship to an identified public and a selected goal or outcome. While the importance of school-community relations at the building level has been well established in the completion of these three studies, research is needed to verify the models and further explore variable relationships based on the findings.

APPROVED BY B. Dean Bowles

DATE July 22, 1980

CHAPTER V

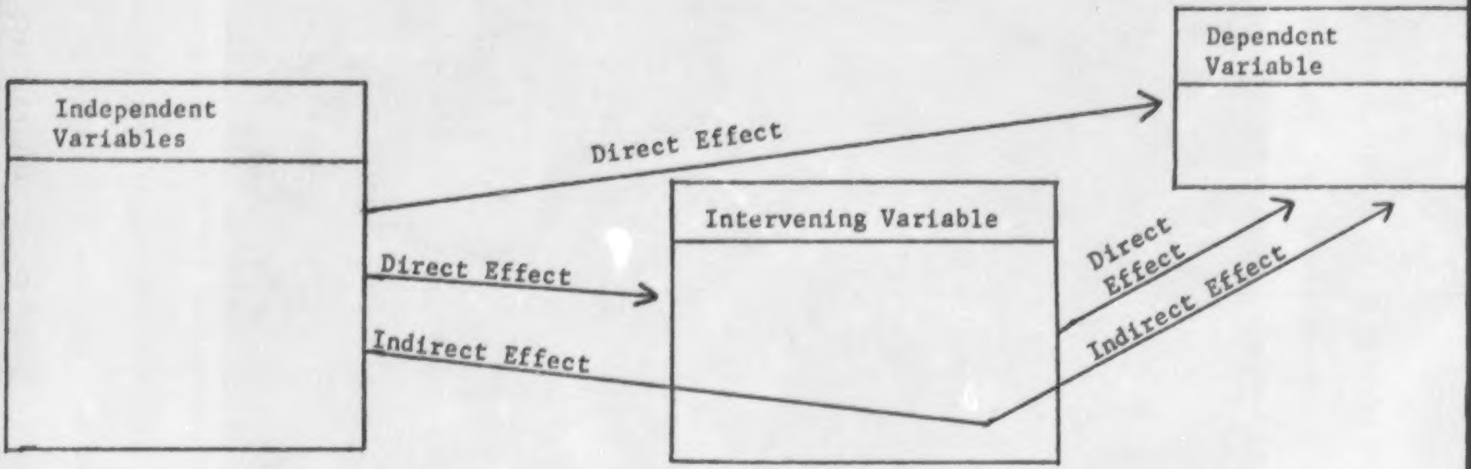
FINDINGS II: PATH ANALYSIS

Chapter V contains the results obtained through the use of path analysis. The following sections are included: (a) a discussion of path analysis; (b) the data of path analysis for Small Town; (c) previous findings of Big City, Rural Village, and Suburban Homes; and (d) a summary of path analysis based on three studies. The first section, a discussion of path analysis, has been borrowed from the previous study, Raskas (1978) pages 256 through 263. The last three sections are original and deal with the data and conclusions for this study.

The multiple regression analysis of Chapter IV on research questions two, three, four, six, and nine provided a great number of important, critical, or determinant variables to look at through the process of path analysis. After running a statistical analysis on all of these variables, three criteria were established to determine inclusion in this chapter. The only tables used in this chapter are of those findings demonstrating that there was an intervening variable. The statistical criteria for inclusion were the following: (a) at least one half of the independent variables had to show a reduction in the beta weight from the direct effect column to the indirect effect of column (D); (b) the intervening variable had to have a beta weight (D) at a statistically significant level of .05 or above; and (c) the R^2 value had to show a increase from the direct effect column to the indirect effect column at a statistically significant level of .05. Hence, if the tables made as a result of path analysis did not meet these criteria, a summary determination was made that; (a) they were not statistically significant; and (b) that the variable tested did not function as an intervening variable.

Discussion of Path Analysis

The purpose of path analysis is to assist in the formulation of alternative structural or causal models which suggest different patterns of relationship among variables. As discussed more fully by Smith and Murray (1977), the independent and intervening variables chosen for inclusion in a path analysis equation are based upon the results of multiple regression analysis. Multiple regression provides the percentage of variance of the dependent variable explained by the independent variables (R Square) and the strength of the relationship between the independent variables and the dependent variable (beta weights as measured by standardized regression coefficients). Path analysis seeks to determine whether a selected independent variable mediates or intervenes upon the effect of the other independent variables on the dependent variable. In order to utilize path analysis, path models are first developed (see Sample Figure A) for those research questions that required the use of multiple regression.


Independent Variables
Direct Effect
Dependent Variable
Intervening Variable
Direct Effect
Indirect Effect
Direct Effect
Indirect Effect

Sample Figure A Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables

The path models illustrated in this section are presumed to be recursive or involving only one-way causation. The path models represent a graphic display of the order in which variables are assumed to affect one another and present a schematic representation of what is assumed to be the conceptual relationships among the variables. The direction of these relationships are indicated by the arrows. As seen in Sample Figure A, it is assumed that the independent variables have both a direct effect on the dependent variable and are mediated by the intervening variable in their impact upon the dependent variable (the indirect effect). The results from this analysis are grounded in the assumption that the relationships are linear and additive, thus they can be represented by linear equations. The path models do not suggest reciprocal effects among the variables, thereby allowing the use of least square regressions.

When path analysis is used, each of the independent variables is regressed upon the intervening variable. Each dependent variable is first regressed on the independent variables and then on both the independent and the intervening variables. The former regressions assess the total effects of the independent variables on the dependent variable. The latter regressions yield direct influences on the dependent variable of the independent and intervening variables. The effects are judged to be substantively significant if the magnitude of the standardized coefficient (beta weight) is larger than .10. A standardized coefficient is judged to be statistically significant if its magnitude is greater than twice the standard error.

The statistical findings of path analysis are presented in a tabular format. As illustrated in Sample Table A, six distinct values are represented in any path analysis table. The letter "A" represents the beta weights of the independent variables which indicate the strength of the relationship between the independent variables (communication and involvement) and the intervening variable (resolution). The R Square (R^2) value represented by "B" indicates the amount of variance explained of the intervening variable (resolution) by the independent variables. The strength of the relationship as indicated by beta weights between the independent variables and the dependent variable (ITBS reading score) is represented by "C". The strength of the relationship as indicated by beta weights of the combination of the independent and intervening variables (communication or involvement and resolution) and the dependent variable is represented by "D". The amount of variance explained (R^2) of the dependent variable by the independent variables is represented by "E". The letter "F" represents the amount of variance explained of the dependent variable by the combination of the independent variables and the intervening variable.

In order to interpret the path analysis tables, it is necessary to understand the meaning of the differences between the values contained in the column labelled "direct" and the column labelled "indirect". The values shown under the "direct" label represent the effects of the independent variables upon the dependent variables alone. The values shown under the "indirect" label represent the

Sample Table A

Standardized Coefficients of a Model for Home-School-Community Relations With Resolution as an Intervening Variable[a]

	Intervening Variable	Dependent Variable[b]	
	Resolution	ITBS Reading	
Independent Variables		Direct	Indirect
Communication	A	C	D
Involvement	A	C	D
Resolution			D
R^2	B	E	F

Note. *N* =

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*p .05.

**p .01.

A - Represents the beta weights of the independent variables and the intervening variable.

B - Represents the amount of variance explained of the intervening variable by the independent variables.

C - Represents the strength of the relationship between the independent variables and the dependent variable.

D - Represents the strength of the relationship of the combination of the independent and intervening variables and the dependent variable.

E - Represents the amount of variance explained of the dependent variable by the independent variables.

F - Represents the amount of variance explained of the dependent variable by the combination of the independent variables and the intervening variable.

effects of the independent variables upon the dependent variable when the intervening variable is introduced into the regression equation. The latter effects are indirect as they indicate the influence or mediation of the intervening variable on the independent variables and so affect the dependent variable in an indirect manner. It is the differences between these effects that indicate the importance of the intervening variable in the path model. The greater the difference, the more plausible the causal patterns become.

The differences between the values of the beta weights ("C" and "D") show the change in the strength of the relationship between the independent variables and the dependent variable when the intervening variable is included in the regression equation. The change in the values of the beta weights as they move from direct to indirect effects can display either an increase or a decrease in value. When an increase is shown, the interpretation is made that the intervening variable reinforces the strength of the relationship between the independent and dependent variables; the intervening variable confirms the previous direct relationship. When a decrease is shown, the interpretation is made that the intervening variable reduces the strength of the relationship; hence, the intervening variable possesses a stronger relationship with the dependent variable than the independent variable. In both cases, the occurrence of a difference in the values suggests that the intervening variable is correctly identified in the path model. In addition, a negative beta weight is allowable as it represents a regression coefficient that indicates a negative or inverse relationship between the variables.

The difference between the values for the amount of variance explained (R^2) of the dependent variable ("E" and "F") shows the increase in the amount of variance explained when the intervening variable is introduced into the regression equation. This difference in the values should show a greater value when the intervening variable is taken into account as (a) the amount of variance that can be explained should increase or remain the same when additional variables are utilized and (b) the intervening variable is identified from the original multiple regression analysis as being the strongest individual predictor for the dependent variable. Again, it is the magnitude of this difference that identifies the correct identification of the intervening variable in the path model.

The importance of path analysis is found in its ability to render some causal patterns as being more believable than others. However, it is necessary to remember that causation cannot be unambiguously demonstrated using these techniques; rather, patterns and models for further study are identified through the process. Path analysis is not a statistical procedure; it is a means to depict models that show the influence of one set of variables on another.

Research Questions

Path analysis is a process used to further examine variable relationships found to be important as a result of multiple regression analysis in research questions two, three, four, six, and nine.

The following section examines these research questions and the most important findings for Small Town elementary students and parents, Small Town senior high students and parents, and the combined parent and student group. For each question path models are developed, path analysis applied, and data presented. Any references to "b" in the discussions that follow refers to the beta weights of the variable being discussed. All findings are summarized in Table 5-15.

Research Question Two

> What is the relationship between the four independent variables of communication, involvement, participation, and resolution and the dependent variable of access for parents and students in elementary and secondary schools?

For this research question, two path models (Figure 5-1) are suggested by the findings from the multiple regression analysis for research question two. The path model for elementary parents, secondary parents, and the combined group shows that the independent variables include communication, involvement, and participation; the intervening variable is resolution; the dependent variable is access. The second path model for secondary students shows that the independent variables include involvement, participation, and resolution; the intervening variable is communication; the dependent variable is access.

Elementary Parents. The path model for elementary parents includes resolution as the intervening variables. The findings for

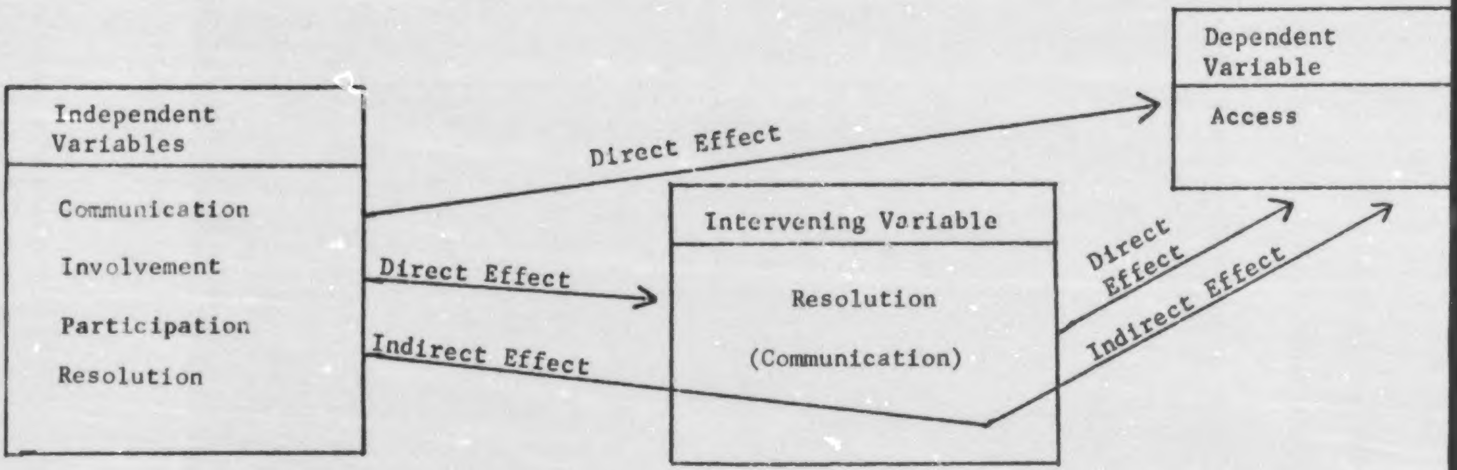

Independent Variables
Communication
Involvement
Participation
Resolution
Direct Effect
Direct Effect
Indirect Effect
Intervening Variable
Resolution
(Communication)
Direct Effect
Indirect Effect
Dependent Variable
Access

Figure 5-1 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables Research Question Two

- Resolution for Elementary Parents, Secondary Parents and the Combined Group
- Communication for Secondary Students

this analysis are found in Table 5-1. (The letter "b" refers to beta weights) Communication (b = .29) and participation (b = .25) are significantly related to resolution. The independent variables accounted for 20 percent of the variance explained for resolution. The direct effects of the independent variables on the dependent variable of access indicates that all three variables were related to access (b = .22 communication, b = .19 involvement, and b = .43 participation). The only value statistically significant was participation. The independent variables accounted for 30 percent of the variance explained for access at a .05 level of significance.

The introduction of the intervening variable of resolution reduced the strength of the relationship between the independent variables and the dependent variable of access in all three cases. However, only the variable of participation remained statistically significant. The relationship between resolution and access (b = .43) was both substantially and statistically significant. Resolution increased the percentage of explained variance for access by 15 percent from .32 to .45 at the .01 level of significance. Therefore resolution does act as an intervening variable by its ability to reduce the strength of the independent variables, by the significant and substantial relationship between resolution and access, and by its ability to increase the amount of explained variance for the dependent variable of access.

Secondary Parents. The path model for secondary parents includes resolution as the intervening variable. The findings for this analysis

Table 5-1

Elementary Parents
Standardized Coefficients of a Model of Home-School-Community Relations With Resolution as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Access	
Independent Variables		Direct	Indirect
Communication	.29	.22	.09
Involvement	-.21	-.19	-.10
Participation	.25	.43[c]	.32[c]
Resolution			.43[c]
R^2	.20*	.30*	.45**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

$^{*}p < .05$.

$^{**}p < .01$.

are found in Table 5-2. Communication (b = .56) and participation (b = .33) are both substantially and statistically related to resolution. The independent variables accounted for 49 percent of the variance explained by resolution at a .01 level of significance. The direct effects of the independent variables on the dependent variable of access indicated that all three variables were related to access (b = .64 communication, b = .11 involvement, b = .19 participation) with communication being statistically significant. The independent variables accounted for 49 percent of the variance explained for access.

The introduction of the intervening variable of resolution reduced the strength of the relationship between the independent variables and the dependent variable of access in all three cases. However, only the variable of communication (b = .37) remained substantially and statistically significant. The relationship between resolution and access (b = .47) was both substantially and statistically significant. Resolution increased the percentage of explained variance for access from .49 to .60 at a .01 level of significance. Therefore resolution does act as an intervening variable as shown by its ability to reduce the strength of the independent variables, by the significant and substantial relationship between resolution and access, and by its ability to increase the amount of explained variance for the dependent variable of access.

Secondary Students. The path model for secondary students includes communication as the intervening variable. The findings for

Table 5-2

Secondary Parents
Standardized Coefficients of a Model of Home-School-Community Relations With Resolution as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Access	
Independent Variables		Direct	Indirect
Communication	.56[c]	.64[c]	.37[c]
Involvement	.13	.11	.05
Participation	.33[c]	.19	.03
Resolution			.47[c]
R^2	.49**	.49**	.60**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

this analysis are found in Table 5-3. Involvement (b = .43) and resolution (b = .13) are both substantially related to communication with involvement being statistically significant. The independent variables accounted for 22 percent of the variance explained for resolution at a .05 level of significance. The direct effect of the independent variables on the dependent variable of access indicated that all three variables were substantially related to access (b = .22 involvement, b = .12 participation, b = .29 resolution). The independent variables accounted for 26 percent of the variance explained for access.

The introduction of the intervening variable of communication reduced the strength of the relationship between the independent variables and the dependent variable of access in all three cases. However, the relationship between communication and access (b = .53) was both substantially and statistically significant. Communication increased the percentage of explained variance for access from .26 to .48 at a .01 level of significance. Therefore communication does act as an intervening variable as shown by both its ability to reduce the strength of the independent variables, by the significant and substantial relationship between communication and access, and by its ability to increase the amount of explained variance for the dependent variable of access.

Elementary and Secondary Students and Parents. The path model for the combined group includes resolution as the intervening variable. The findings for this analysis are found in Table 5-4. Communication (b = .38) and participation (b = .33) are both substantially and

Table 5-3

Secondary Students
Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] (N=40)

	Intervening Variable	Dependent Variable[b]	
	Communication	Access	
Independent Variables		Direct	Indirect
Involvement	.43[c]	.22	-.01
Participation	-.08	.12	.17
Resolution	.13	.29	.22
Communication			.53[c]
R^2	.22*	.26*	.48**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

Table 5-4

Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents
Standardized Coefficients of a Model of Home-School-Community
Relations With Resolution as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Access	
Independent Variables		Direct	Indirect
Communication	.38[c]	.47[c]	.33
Involvement	-.01	-.07	-.06
Participation	.33[c]	.25[c]	.13
Resolution			.38[c]
R^2	.31**	.32**	.42**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

$*p < .05$.

$**p < .01$.

significantly related to resolution. The independent variables accounted for 31 percent of the variance explained for resolution. The direct effects of the independent variables on the dependent variable of access indicated that two variables were substantially related to access and statistically significant (b = .47 communication, b = .25 participation). The independent variables accounted for 32 percent of the variance explained for access.

The introduction of the intervening variable of resolution reduced the strength of the relationship between the independent variables and the dependent variable of access in all three instances. However, only the relationship between resolution and access (b = .38) was both substantively and statistically significant. Resolution increased the percentage of explained variance for access from .32 to .42 at the .01 level of significance. Therefore resolution does act as an intervening variable as shown by its ability to reduce the strength of the independent variables, by the substantial and significant relationship between resolution and access and by its ability to increase the amount of explained variance for the dependent variable of access.

Summary for Research Question Two. The results of the analysis for this question indicate that for elementary parents, secondary parents, and the parent and student group combined, resolution serves as an intervening variable in the relationship of the three independent variables of communication, involvement, and participation to the dependent variable of access. The decrease in the effects of the independent variables with the introduction of resolution shows that resolution reduces and impacts upon the independent variables, thus possessing a stronger relationship with the dependent variable of access than the independent variables. However, this finding does not hold true for secondary students where communication serves as the intervening variable and impacts upon the independent variables. Secondary students thus show a different pattern that is distinct from the parent groups. Findings for elementary students are inconclusive.

Research Question Three

> What is the relationship of the five independent variables of access, communication, involvement, participation, and resolution and the dependent variable of effective school-community relations for parents and students in elementary and secondary schools?

For this research question, two different path models (Figure 5-2) are suggested by the findings from the multiple regression analysis for research question three. The path model for elementary parents, secondary parents, and the combined parent and student group indicates that the independent variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is effective school-community relations. The path model for secondary students indicates that the independent variables include communication, participation, resolution, and access; the intervening variable is involvement; the dependent variable is

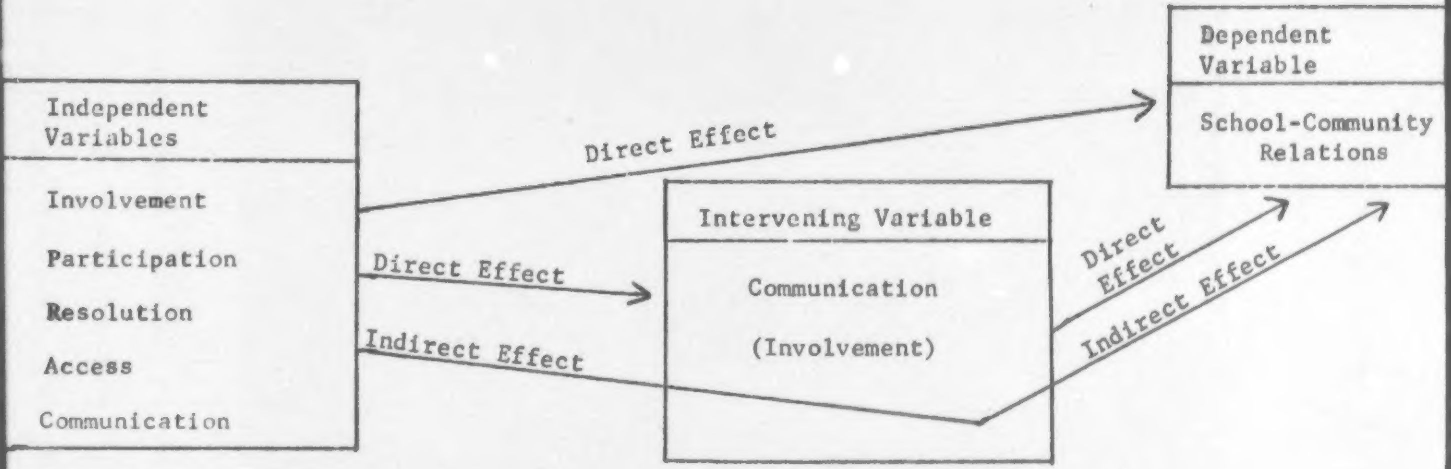

Independent Variables
Involvement
Participation
Resolution
Access
Communication
Direct Effect
Direct Effect
Indirect Effect
Intervening Variable
Communication
(Involvement)
Direct Effect
Indirect Effect
Dependent Variable
School-Community Relations

Figure 5-2 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and School-Community Relations
Research Question Three

- Communication for Elementary Parents, Secondary Parents, and the Combined Group
- Involvement for Secondary Students

effective school-community relations.

Elementary Parents. The path model for secondary parents includes communication as the intervening variable. The findings for this analysis are found in Table 5-5. Involvement (b = .37), participation (.21), resolution (b = .20), and access (b = .12) are all substantially related to the intervening variable of communication. Involvement was the only variable statistically significant. The independent variables accounted for 30 percent of the variance explained for communication at a .05 level of significance. The direct effects of the independent variables on the dependent variable of school-community relations indicated that all four variables (b = .18 involvement, b = .19 participation, b = .34 resolution, b = .21 access) were substantively related to the dependent variable of effective school-community relations. The variables of involvement and resolution were statistically significant. The independent variables accounted for 37 percent of the variance explained for effective school-community relations at a statistically significant level.

The introduction of the intervening variable of communication reduced the strength of the relationship between the independent variables and the dependent variable of effective school-community relations in all four cases. The greatest effect of the intervening variable was on the strength of the relationship between involvement and effective school-community relations (b = .18 to b = -.04). Communication was found to relate at a substantial and a statistically significant level (b = .63) with the dependent variable, and increased

Table 5-5

Elementary Parents

Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Communication	School-Community Relations	
Independent Variables		Direct	Indirect
Involvement	.37[c]	.18[c]	-.04
Participation	.21	.19	.05
Resolution	.20	.34[c]	.21
Access	.12	.21	.13
Communication			.63[c]
R^2	.30*	.37**	.65**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

the percentage of explained variance for effective school-community relations from .37 to .65 at the .01 level of significance. Therefore, communication acts as an intervening variable by the reduction of the direct effects of the independent variables, by the substantial and significant relationship between communication and effective school-community relations, and by the increase in the amount of explained variance for the dependent variable of effective school-community relations.

Secondary Parents. The path model for secondary parents includes communication as an intervening variable. The findings for this analysis are found in Table 5-6. Resolution (b = .33) and access (b = .47) were found to be both substantially related to the intervening variable of communication and were statistically significant. The four independent variables accounted for 49 percent of the variance explained of the intervening variable. The direct effects of the independent variables on the dependent variable of effective school-community relations indicated that two of the variables (b = .24 resolution, b = .49 access) were substantially related to the dependent variable and were statistically significant. The independent variables accounted for 45 percent of the variance explained for effective school-community relations at a .01 level of significance.

The introduction of the intervening variable of communication reduced the effect of the independent variables upon the dependent variable of effective school-community relations in all four instances.

Table 5-6

Secondary Parents
Standardized Coefficients of a Model of Home-School-Community Relations with Communication as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Communication	School-Community Relations	
Independent Variables		Direct	Indirect
Involvement	-.04	.05	.07
Participation	-.20	-.09	.02
Resolution	.33[c]	.24[c]	.07
Access	.47[c]	.49[c]	.24
Communication			.51[c]
R^2	.49**	.45**	.59**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

Resolution and access were reduced significantly (b = .24 to .07 resolution, b = .49 to .24 access). The percentage of variance explained for effective school-community relations increased from .45 to .59 with the introduction of communication at a statistically significant level of .01. Communication was also found to relate at a substantial and a statistically significant level (b = .51) with the dependent variable of effective school-community relations. Therefore communication acts as an intervening variable by the reduction of the direct effects of the independent variables, by the significant and substantial relationship with the dependent variable, and by the increase in the amount of explained variance for the dependent variable of effective school-community relations.

Secondary Students. The path model for secondary students includes involvement as the intervening variable. The findings for this analysis are found in Table 5-7. Three independent variables were found to be substantively related to the intervening variable of involvement (b = .38 communication, b = .21 participation, b = .18 resolution). The independent variables accounted for 32 percent of the variance explained for the intervening variable of involvement at a .01 level of significance. The direct effects of the independent variables upon the dependent variable of effective school-community relations indicated that the three variables of communication (b = .20), resolution (b = .45), and access (b = .25) were substantively significant in their relationship with effective school-community relations. Resolution was the only variable to be statistically

Table 5-7

Secondary Students
Standardized Coefficients of a Model of Home-School-Community Relations With Involvement as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Involvement	School-Community Relations	
Independent Variables		Direct	Indirect
Communication	.38	.20	.06
Participation	.21	-.11	-.19
Resolution	.18	.45[c]	.38[c]
Access	-.01	.25	.26[c]
Involvement			.37[c]
R^2	.32**	.45**	.54**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

significant.

The introduction of the intervening variable of involvement reduced the direct effects of three variables (b = .20 to .06 communication, b = -.11 to -.19 participation, b = .45 to .38 resolution). However, only resolution and access were found to relate at a statistically significant level. Involvement was found to have a substantial and statistically significant relationship with effective school-community relations, and the addition of involvement increased the amount of variance explained for the dependent variable from .45 to .54 at a .01 level of statistical significance. Therefore, involvement acts as an intervening variable by the reduction of the direct effects of the independent variables, by the significant and substantial relationship with the dependent variable, and by the increase in the amount of explained variance for the dependent variable of effective school-community relations.

Elementary and Secondary Students and Parents. The path model for the combined group includes communication as the intervening variable. The findings for this analysis are found in Table 5-8. Three variables were found to be substantively and statistically related to the intervening variable of communication (b = .23 involvement, b = .22 resolution, b = .36 access). The independent variables accounted for 36 percent of the variance explained for the intervening variable of communication at a statistically significant level. The direct effects of the independent variables upon the dependent variable of effective school-community relations indicated that the

Table 5-8

Elementary Students, Elementary Parents,
Secondary Students, Secondary Parents
Standardized Coefficients of a Model of Home-School-Community
Relations With Communication as an Intervening Variable[a] (N = 62)

	Intervening Variable	Dependent Variable[b]	
	Communication	School-Community Relations	
Independent Variables		Direct	Indirect
Involvement	.23[c]	.26	.17
Participation	-.05	.04	.05
Resolution	.22[c]	.28[c]	.19[c]
Access	.36[c]	.30[c]	.17[c]
Communication			.36[c]
R^2	.36**	.42**	.50**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

three variables of involvement (b = .26), resolution (b = .28) and access (b = .30) were substantially significant in their relationship with effective school-community relations. Resolution and access were related at a statistically significant level.

The introduction of the intervening variable of communication greatly reduced the effects of the independent variables in three instances (except for participation). The largest effect could be found in the values for involvement (b = .26 to .17), resolution (b = .28 to .19) and access (b = .30 to .17). The values for resolution and access remained at a statistically significant level. Communication was found to relate at a statistically significant level with the dependent variable of effective school-community relations and increased the amount of variance explained for the dependent variable from .42 to .50 at a .01 level of significance. Therefore communication acts as an intervening variable by the reduction of the direct effects of the independent variables, by the significant and substantial relationship with effective school-community relations, and by the increase in the amount of explained variance for the dependent variable of effective school-community relations.

Summary for Research Question Three. The results of the analysis for this research question indicate that for elementary parents, secondary parents, and the combined group, communication served as an intervening variable on the effects of the independent variables of involvement, participation, resolution, and access on the dependent variable of effective school-community relations. This finding, however, does not hold true for secondary students where involvement serves as the intervening variable and impacts the independent variable's effects on the dependent variable of effective school-community relations. Findings for elementary students are not significant enough to appear in this chapter.

Research Question Four

> What is the relationship of the five independent variables of access, communication, involvement, participation and resolution and the dependent variable of achievement for parents and students in elementary and secondary schools?

For this research question, one path model (Figure 5-3) is suggested by the findings from the multiple regression analysis for research question four. The path model for secondary students shows that the independent variables include communication, participation, resolution, and access; the intervening variable is involvement; the dependent variable is student academic achievement.

Secondary Students. The two achievement measures discussed for secondary students include math grades and language arts grades. The path model for secondary students includes involvement as the intervening variable.

The findings for the achievement measure, math grades, are found in Table 5-9. Communication (b = .38), participation (b = .21), and resolution (b = .19) were substantially significant in relationship to the intervening variable of involvement. The four independent variables accounted for 32 percent of the variance explained for involvement at a .01 level of significance. The direct effects of the

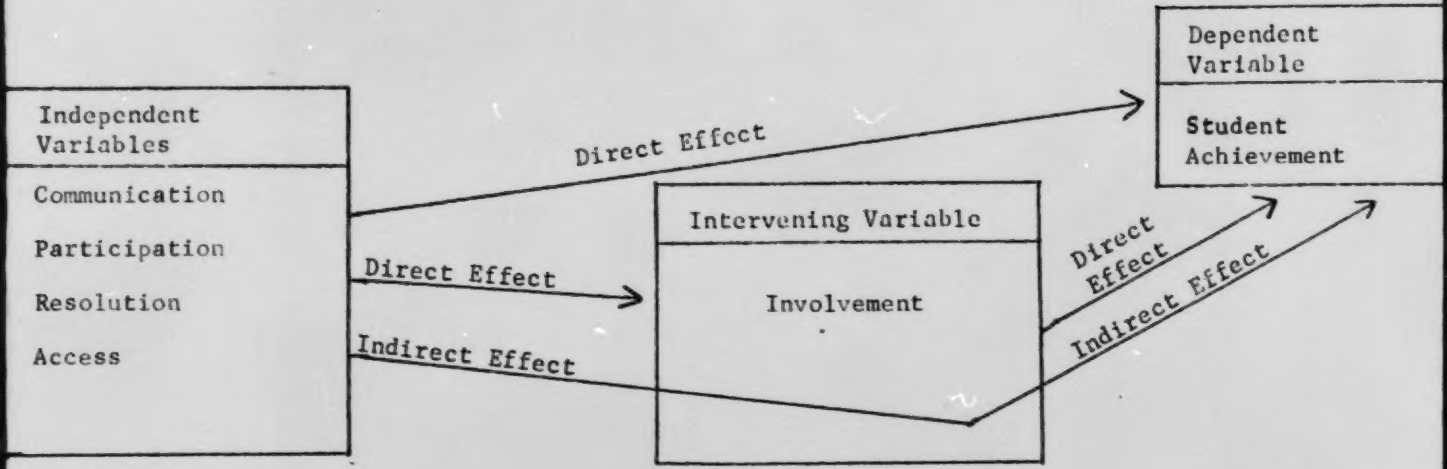

Independent Variables
Communication
Participation
Resolution
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variable
Involvement
Dependent Variable
Student Achievement
Direct Effect
Indirect Effect

Figure 5-3 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement
Research Question Four

. Involvement for Secondary Students

Table 5-9

Secondary Students
Standardized Coefficients of a Model of Home-School-Community Relations With Involvement as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Involvement	Math Grade	
Independent Variables		Direct	Indirect
Communication	.38	.22	.01
Participation	.21	-.28	-.40[c]
Resolution	.19	.31[c]	.21
Access	-.01	.07	.08
Involvement			.54[c]
R^2	.32**	.18	.38**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

independent variables on the dependent variable of math grades indicated that three variables (b = .22 communication, b = -.28 participation, b = .31 resolution) were substantially significant in their relationship to the dependent variable, while resolution was also statistically significant. The independent variables accounted for 18 percent of the variance explained for math grades.

The introduction of the intervening variable of involvement reduced the strength of the relationship between three independent variables and the dependent variable in three cases. The greatest reductions were found for communication (b = .22 to .01) and for participation (b = -.28 to -.40) which was also statistically significant. Involvement was found to relate at a substantial and significant level (b = .54) with the dependent variable of math grades. Involvement also increased the percentage of explained variance of achievement from .18 to .38 at a .01 level of significance. Therefore involvement acts as an intervening variable by the reduction of the direct effects of the independent variables, by the significant and substantial relationship between involvement and math grades, and by the increase in the amount of explained variance for the dependent variable of math grades.

Summary for Research Question Four. The results of the analysis for this research question indicated that for secondary students involvement had a substantial intervening effect, in one measure of achievement, on the relationship of the independent variables of communication, participation, resolution, and access to the dependent variable of achievement. No significant data were found for the elementary parent group, the elementary student group, or the combined parent and student groups.

Research Question Six

> What is the relationship of the five independent variables of communication, involvement, participation, resolution, and access and the dependent variable of legitimacy for parents and students in elementary and secondary schools?

For this research question three path models (Figure 5-4) are suggested by the findings from the multiple regression analysis for research question six. The first path model for elementary parents and secondary parents indicates that the independent variables include involvement, participation, resolution, and access; the intervening variable is communication; the dependent variable is legitimacy. The second path model for elementary students indicates that the independent variables include communication, involvement, participation, and resolution: the intervening variable is access; the dependent variable is legitimacy. The third path model for secondary students indicates that the independent variables are communication, involvement, participation, and access; the intervening variable is resolution; the dependent variable is legitimacy. One path model is considered for each group.

Elementary Parents. The path model for elementary parents includes communication as the intervening variable. The findings for the analysis are found in Table 5-10. Involvement (b = .37), participation (b = .22), resolution (b = .20), and access (b = .12)

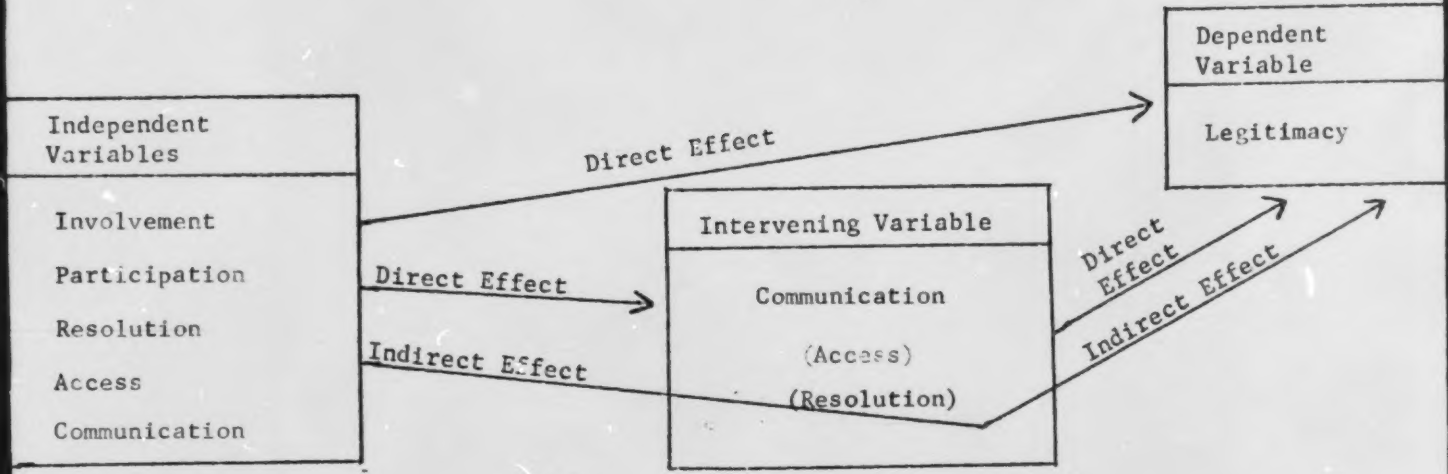

Independent Variables
Involvement
Participation
Resolution
Access
Communication
Direct Effect
Direct Effect
Indirect Effect
Intervening Variable
Communication
(Access)
(Resolution)
Direct Effect
Indirect Effect
Dependent Variable
Legitimacy

Figure 5-4 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Legitimacy Research Question Six

- Communication for Elementary and Secondary Parents
- Access for Elementary Students
- Resolution for Secondary Students

Table 5-10

Elementary Parents
Standardized Coefficients of a Model of Home-School-Community
Relations With Communication as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Communication	Legitimacy	
Independent Variables		Direct	Indirect
Involvement	.37[c]	.09	-.05
Participation	.22	.30[c]	.22
Resolution	.20	.13	.05
Access	.12	.13	.08
Communication			.39[c]
R^2	.30*	.22	.33*

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

were all found to be substantially significant in their relationship to the intervening variable of communication, involvement being statistically significant. The four independent variables accounted for 30 percent of the variance explained for communication at a .05 level of significance. The direct effects of the independent variables on the dependent variable of legitimacy indicated that participation (b = .30) was statistically significant and that resolution (b = .13) and access (.13) were substantially significant in their relationship to legitimacy. The independent variables accounted for 22 percent of the variance explained for legitimacy.

The introduction of the intervening variable of communication decreased the effects of the independent variables on legitimacy in all four instances. The greatest reduction was for involvement (b = .09 to -.05). The relationship of communication to legitimacy (b = .39) was both substantially and statistically significant. Communication also increased the percentage of explained variance of legitimacy from .22 to .33 at a .05 level of significance. Therefore communication acts as an intervening variable by the reduction of the direct effects of the independent variables, by the significant and substantial relationship between communication and legitimacy, and by the increase in the amount of explained variance for the dependent variable of legitimacy.

Elementary Students. The path model for elementary parents includes access as the intervening variable. The findings for the analysis are found in Table 5-11. Involvement (b = .33) and

Table 5-11

Elementary Students
Standardized Coefficients of a Model of Home-School-Community
Relations With Access as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Access	Legitimacy	
Independent Variables		Direct	Indirect
Communication	.08	.30[c]	.27[c]
Involvement	.33[c]	.09	-.03
Participation	-.03	-.09	-.08
Resolution	.23	.29[c]	.21[c]
Access			.34[c]
R^2	.24*	.27*	.36**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

resolution (b = .23) were found to be substantially significant in their relationship to the intervening variable of access with involvement being statistically significant. The four independent variables accounted for 24 percent of the variance explained for access at a .05 level of significance. The direct effects of the independent variables on the dependent variable of legitimacy indicated that communication (b = .30) and resolution (b = .29) were substantially and statistically significant in their relationship to legitimacy. The independent variables accounted for 27 percent of the variance explained for legitimacy at a .05 level of significance.

The introduction of the intervening variable of access decreased the effects of the independent variables on legitimacy in all four instances. However, only access was found to relate at a substantial and statistically significant level (b = .34) with the dependent variable of legitimacy. Access also increased the percentage of explained variance of legitimacy from .27 to .36 at a .01 level of significance. Therefore access acts as an intervening variable by the reduction of the direct effects of the independent variables, by a significant and substantial relationship with legitimacy and by the increase in the amount of explained variance for the dependent variable of legitimacy.

Secondary Parents. The path model for secondary parents includes communication as the intervening variable. The findings for the analysis are found in Table 5-12. Participation (b = -.20), resolution (b = .33), and access (b = .47) were all found to be substantially

Table 5-12

Secondary Parents
Standardized Coefficients of a Model of Home-School-Community Relations With Communication as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Communication	Legitimacy	
Independent Variables		Direct	Indirect
Involvement	-.04	.02	.04
Participation	-.20	.01	.10
Resolution	.33[c]	.01	-.14
Access	.47[c]	.61[c]	.39[c]
Communication			.46[c]
R^2	.49**	.39**	.50**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

significant in their relationship to the intervening variable of communication. Resolution and access were both statistically significant. The four independent variables accounted for 49 percent of the variance explained for communication at a .01 level of significance. The direct effects of the independent variables on the dependent variable of communication indicated that access was the only variable to be substantially or statistically significant in its relationship to legitimacy. The independent variables accounted for 39 percent of the variance explained for legitimacy.

The introduction of the intervening variable of communication increased slightly the effects of the two variables of involvement (b = .02 to .04) and participation (b = .01 to .10) and significantly reduced the effects of the two variables of resolution (b = -.01 to -.14) and access (b = .61 to .39) on legitimacy with access showing at a statistically significant level. Communication was found to relate at a substantial and statistically significant level (b = .46) with legitimacy. Communication also increased the percentage of explained variance of legitimacy .39 to .50 at a .01 level of significance. Therefore communication acts as an intervening variable by the change in the direct effects of the independent variables, by the significant and substantial relationship between communication and legitimacy, and by the increase in the amount of explained variance for the dependent variable of legitimacy.

Secondary Students. The path model for secondary students includes resolution as the intervening variable. The findings for the analysis are found in Table 5-13. Involvement (b = .17), participation (b = .39) and access (b = .26) were all found to be substantially significant in their relationship to the intervening variable of resolution with participation occurring at a statistically significant level. The four independent variables accounted for 39 percent of the variance explained for resolution at a .01 level of significance. The direct effects of the independent variables on the dependent variable of resolution indicated that all four variables were substantially significant in their relationship to legitimacy. Involvement (b = .18) and participation (b = .26) were also statistically significant. The independent variables accounted for 36 percent of the variance of legitimacy at a .01 level of significance.

The introduction of the intervening variable of resolution reduced the effects of three variables (b = .18 to .12 involvement, b = .26 to .13 participation, b = .20 to .11 access) on legitimacy. Resolution was found to relate at a substantial and statistically significant level (b = .33) with legitimacy. Resolution also increased the percentage of explained variance of legitimacy from .36 to .43 at a .01 level of significance. Therefore resolution does act as an intervening variable by its ability to reduce the strength of the independent variables, by the significant and substantial relationship between resolution and legitimacy, and by its ability to increase the amount of explained variance for the dependent variable of legitimacy.

Table 5-13

Secondary Students
Standardized Coefficients of a Model of Home-School-Community Relations With Resolution as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Legitimacy	
Independent Variables		Direct	Indirect
Communication	-.03	.19	.20
Involvement	.17	.18[c]	.12
Participation	.39[c]	.26[c]	.13
Access	.26	.20	.11
Resolution			.33[c]
R^2	.39**	.36**	.43**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*$p < .05$.

**$p < .01$.

Summary for Research Question Six. The results of the analysis for this research question indicate that for elementary and secondary parents communication did have an intervening effect on the relationship of the independent variables of involvement, participation, resolution, and access on the dependent variable of legitimacy. Elementary student and secondary student data present different findings. For elementary students access is found to have an intervening effect, and for secondary students resolution intervened upon the relationship of the independent variables to the dependent variable of legitimacy. No significant data was found for the combined parent and student group.

Research Question Nine

> What is the relationship of the five independent variables of access, communication, involvement, participation and resolution and the dependent variable of support for parents and students in elementary and secondary schools?

For this research question one path model (Figure 5-5) is suggested by the findings from the multiple regression analysis for research question nine. The model for elementary parents indicates that the independent variables include communication, involvement, participation, and access; the intervening variable is resolution; the dependent variable is support.

Elementary Parents. The findings for the analysis are found in Table 5-14. Communication (b = .18), involvement (b = -.12) and access (b = .50) were found to be substantially significant in their relationship to the intervening variable of resolution while access

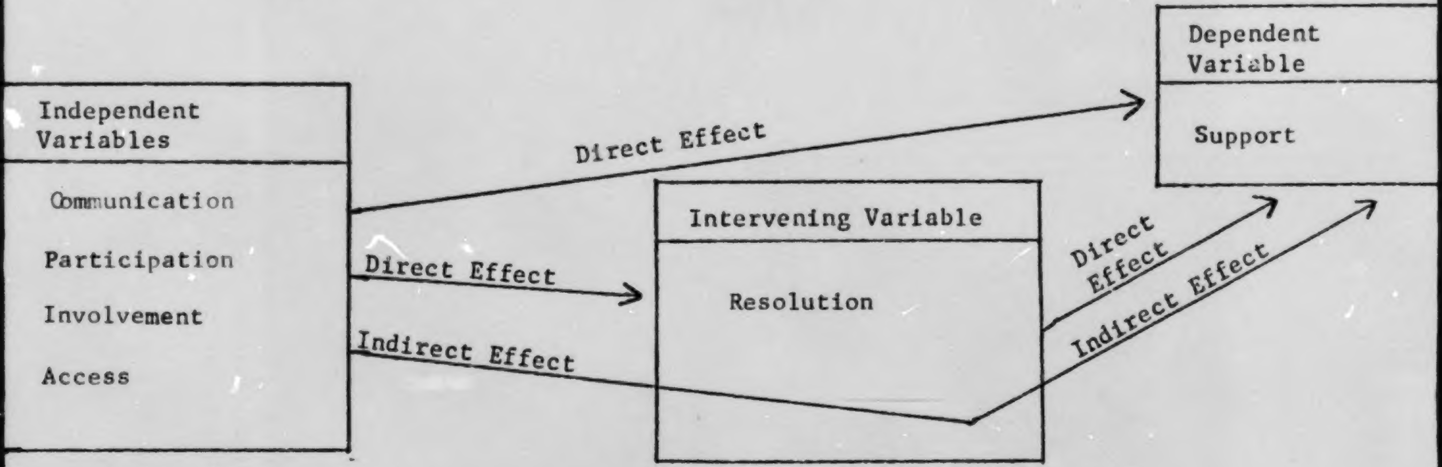

Independent Variables
Communication
Participation
Involvement
Access
Direct Effect
Direct Effect
Indirect Effect
Intervening Variable
Resolution
Direct Effect
Indirect Effect
Dependent Variable
Support

Figure 5-5 Schematic Representation of Conceptual Relationships Among Home-School-Community Relations Variables and Support Research Question Nine

. For Elementary Parents

Table 5-14

Elementary Parents
Standardized Coefficients of a Model of Home-School-Community Relations With Resolution as an Intervening Variable[a] (N = 40)

	Intervening Variable	Dependent Variable[b]	
	Resolution	Support	
Independent Variables		Direct	Indirect
Communication	.18	.44[c]	.37
Involvement	-.12	-.44[c]	-.40[c]
Participation	.03	.01	-.01
Access	.50[c]	.05	-.13
Resolution			.37[c]
R^2	.37**	.27*	.36**

[a] Standardized coefficients are also referred to as beta weights.

[b] For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

[c] Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

*p .05.

**p .01.

was also statistically significant. The four independent variables accounted for 37 percent of the variance explained for resolution at a .01 level of significance. The direct effects of the independent variables on the dependent variable of support indicated that communication (b = .44) and involvement (b = -.44) were both substantially and statistically significant in their relationship to support. The independent variables accounted for 27 percent of the variance explained for legitimacy.

The introduction of the intervening variable of resolution decreased the effects of three variables on support. The greatest effect was on access (b = .05 to -.13). Resolution was found to relate at a substantial and significant level (b = .37) with the dependent variable of support. Resolution also increased the percentage of explained variance of support from .27 to .36 at a .01 level of significance. Therefore resolution does act as an intervening variable by its ability to reduce the strength of the independent variables, by the significant and substantial relationship between resolution and support, and by its ability to increase the amount of explained variance for the dependent variable of access.

Summary for Research Question Nine. The results of the analysis for this research question indicated that for elementary parents resolution does have an intervening effect on the relationship of the independent variables of involvement, participation, communication, and access to the dependent variable of support. No significant data was found for elementary students, secondary parents, secondary students, or the combined parent and student group.

Summary of Research Questions

This section summarizes the data found with the application of path analysis on research questions two, three, four, six, and nine. Summary data are also presented in Table 5-15.

> Research Question Two: Four Variables and Access. The findings for this research question indicate that for elementary and secondary parents, and the combined parent and student group, resolution serves as an intervening variable to the dependent variable of access. This finding does not hold true for secondary student where communication is the intervening variable. Findings for elementary students were not significant.
>
> Research Question Three: Five Variables and Effective School-Community Relations. The findings for this research question indicate that for elementary parents, secondary parents, and the combined group, communication serves as an intervening variable to the dependent variable of effective school-community relations. This finding does not hold true for secondary students where involvement is the intervening variable. Findings for elementary students were not significant.
>
> Research Question Four: Five Variables and Achievement. The findings for this research question indicate that for secondary students involvement acts as an intervening variable with a substantive effect in one measure of achievement. Findings for elementary parents, secondary parents, the combined groups, and elementary students were not significant.
>
> Research Question Six: Five Variables and Legitimacy. The findings for this research question indicate that for elementary and secondary parents, communication does act as an intervening variable to the dependent variable of legitimacy. Elementary and secondary student data presented different findings. For elementary students, access is found to have an intervening effect, and for secondary students resolution effects the relationship of the independent variable to the dependent variable of legitimacy. No significant data were found for the combined parent and student group.

Research Question Nine: Five Variables and Support. The findings for this research question indicate that for elementary parents, resolution has an intervening effect on the relationship of the independent variables to the dependent variable of support. No significant data were found for elementary students, secondary parents, secondary students, or the combined parent and student group.

Chapter Summary

In this chapter a multiple regression analysis is applied to research questions two, three, four, six, and nine. The tables and discussions in this chapter include findings that demonstrate the presence of an intervening variable.

The next chapter contains the summaries of findings from Chapter IV and V, an introduction to the findings of the previous Ingram (1978) and Raskas (1979) studies, and final conclusions and implications.

Table 5-15

Path Analysis Summary Table

Research Question	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Parents and Students
2. Four Variables And Access	Resolution	No Pattern	Resolution	Communication	Resolution
3. Five Variables and Effective School-Community Relations	Communication	No Pattern	Communication	Involvement	Communication
4. Five Variables and Achievement	No Pattern	No Pattern	No Pattern	Involvement	No Pattern
6. Five Variables and Legitimacy	Communication	Access	Communication	Resolution	No Pattern
9. Five Variables and Support	Resolution	No Pattern	No Pattern	No Pattern	No Pattern

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This final chapter presents the conclusions and implications of the study. The chapter is divided into seven sections: (a) a summary of the research questions and path analysis data, (b) group and age level responses, (c) conceptual refinements, (d) theoretical conclusions, (e) models for school-community relations, (f) further research, and (g) implications for practice.

Summary of Research Questions and Path Analysis

The two previous studies were conducted using the same design and methodology in three different settings. The first study (Ingram, 1978) was conducted in Big City, a metropolitan area with the City School serving a nearly all black population from a nearby large public housing complex. The second study (Raskas, 1979) was conducted in Rural Village representing a rural area with families of predominantly lower to middle income status, and in Suburban Homes, an example of a middle to upper middle income suburban community. The following section reviews the findings for Big City, Rural Village, and Suburban Homes. These findings are presented with the findings from this study which include Small Town's student and parent groups in the secondary and elementary school. Table 6-1 presents a summary of all

TABLE 6-1

Research Question	Big City	Rural Village	Suburban Homes	Rural/Suburban Village Homes Combination	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Small Town Parents and Students
1. Relationship Among Variables (Correlation)	Communication and Involvement (mod-hi) at < .01. Involvement and Participation (mod-hi) at < .01. Involvement and Resolution (mod-hi) at < .01	Relatively Independent at < .05.	Relatively Independent at < .01	Relatively Independent at < .01	Participation and Access (mod-hi) at < .01. Resolution and Access (mod-hi) at < .01.	Relatively Independent at < .01	Communication and Resolution (mod-hi) at < .01. Resolution and Access (high) at < .01. Communication and Access (mod-high) at < .01.	Communication and Access (mod-hi) Resolution and Participation (mod-high) at < .01.	Communication and Access (mod-hi) at < .01 Resolution and Access (mod-hi) at < .01
2. Four Variables and Access (Regression)	Communication is Critical Variable (.22 at < .01)	Resolution is Important Variable (.07 at < .05)	Resolution is Critical Variable (.24 at < .01)	Resolution is Critical Variable (.20 at < .01)	Resolution is Determinant Variable (.34 at < .01)	Involvement is Critical Variable (.18 at < .01)	Resolution is Determinant Variable (.52 at < .01)	Communication is Determinant Variable (.37 at < .01)	Resolution is Determinant Variable (.32 at < .01)
3. Five Variables and Effective School-Community Relations (Regression)	Communication is Determinant Variable (.49 at < .01)	Communication is Determinant Variable (.44 at < .01)	Involvement is Critical Variable (.19 at < .01)	Communication is Determinant (.49 at < .01)	Communication is Determinant Variable (.55 at < .01)	Resolution is Important Variable (.14 at < .01)	Communication is Determinant Variable (.52 at < .01)	Involvement is Determinant Variable (.33 at < .01)	Communication is Determinant Variable (.38 at < .01)
4. Five Variables and Achievement (Regression)	Resolution is Important Variable (.13 at < .01)	Resolution is Important Variable (.06 at .05)	Findings Inconclusive at > .05	Findings Inconclusive at < .01	Findings Inconclusive at > .05	Resolution is Important Variable (.11 at < .05)	Access is Important Variable (.14 at < .05)	Findings Inconclusive at < .05	Access is Important Variable (.06 at < .01)

Table 6-1 (continued)

Research Question	Big City	Rural Village	Suburban Homes	Rural/Suburban Village Homes Combination	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Small Town Parents and Students
5. Effective School-Community Relations and Achievement (Correlation)	Low Correlation at > .05	No Correlation at > .05	Low Correlation at > .05	Low Correlation at < .05	No Correlation at > .05	No Correlation at > .05	Low Correlation at > .05	Mod-Low Correlation at < .05	Low Correlation at < .05
6. Five Variables and Legitimacy (Regression)		Communication is Determinant Variable (.28 at < .01)	Involvement is Important Variable (.12 at < .01)	Communication is Determinant Variable (.31 at < .01)	Communication is Determinant Variable (.25 at < .01)	Access is Critical Variable (.23 at < .01)	Communication is Determinant Variable (.42 at < .01)	Resolution is Determinant Variable (.31 at < .01)	Communication is Determinant Variable (.30 at < .01)
7. Effective School-Community Relations and Legitimacy (Correlation)		Moderately high correlation at < .01	Moderately high correlation at < .01	Moderately high correlation at < .01	Moderately high correlation at < .01	Moderately low correlation at < .01	High Correlation at < .01	Moderately high correlation at < .01	Moderately high correlation at < .01
8. Legitimacy and Achievement (Correlation)		No Correlation at > .05	No Correlation at > .05	Low Correlation at > .05	No Correlation at > .05	Low Correlation at > .05	Moderately-low Correlation at < .05	Low Correlation at > .05	Low Correlation at < .05
9. Five Variables and Support (Regression)		Involvement is Important Variable (.09 at < .05)	Involvement is Critical Variable (.17 at < .01)	Involvement is Important Variable (.15 at < .01)	Resolution is Critical Variable (.19 at < .01)	Participation is Important Variable (.07 at > .05)	Communication is Critical Variable (.21 at < .01)	Involvement is Important Variable (.07 at > .05)	Communication is Important Variable (.08 at < .01)
10. Effective School-Community Relations and Support (Correlation)		No Correlation at > .05	Moderately Low Correlation at < .01	Moderately Low Correlation at < .01	Moderately Low Correlation at < .01	Low Correlation at > .05	Moderately High Correlation at < .01	Moderately Low Correlation at < .01	Moderately Low Correlation at < .01

Table 6-1 (continued)

Research Question	Big City	Rural Village	Suburban Homes	Rural/Suburban Village Homes Combination	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Small Town Parents and Students
11. Support and Achievement (Correlation)		No Correlation at $> .05$	Low Correlation at $> .05$	Low Correlation at $< .05$	No Correlation at $> .05$	No Correlation at $> .05$	Moderately Low Correlation at $< .01$	Low Correlation at $< .05$	Low Correlation at $< .01$
12. Legitimacy and Support (Correlation)		No Correlation at $> .05$	Moderately High Correlation at $< .01$	Moderately Low Correlation at $< .01$	Moderately Low Correlation at $< .05$	Low Correlation at $< .05$	Moderately High Correlation at $< .01$	Moderately Low Correlation at $< .01$	Moderately Low Correlation at $< .01$

correlation and multiple regression analysis findings. The regression variables that have an R Square Change value of $\geq .25$ (or explains more than 25 percent of the variance) are referred to as "determinant" variables. "Critical variables" have values $\geq .15$ but $< .25$. "Important variables" have values $\geq .5$ but $< .15$. Variables with R Square Change values $< .5$ are unimportant. For regressions or correlations where achievement measures are included (research questions four, five, eight, and eleven) a mean value from all achievement R Square Change values for each group is used to indicate the variable level of importance (determinant to unimportant). A generalized mode is used similarly for all measures within a group to determine a level of statistical significance.

Path analysis results are also presented for research questions two, three, four, six, and nine. A great number of statistical runs were made in the variables that were found through the use of multiple regression to be "determinant", "critical", or "important" variables. The only results used in this study or presented in the path analysis table (Table 6-2) are those which the process of path analysis reveal as intervening variables. The statistical criteria for inclusion were the following: (a) the beta weights of at least one half of the variables were reduced in strength with the introduction of the intervening variable; (b) the beta weight of the intervening variable was statistically significant; (c) the R^2 value of the dependent variable increased with the introduction of the intervening variable and was statistically significant at .05. Hence, if these factors were not

Table 6-2

PATH ANALYSIS SUMMARY TABLE
(Intervening Variables)

Research Question	Rural Village	Suburban Homes	Rural and Suburban	City School	Small Town Elementary Parents	Small Town Elementary Students	Small Town Secondary Parents	Small Town Secondary Students	Parents and Students
2. Four Variables and Access	No Pattern	Resolution	Resolution		Resolution	No Pattern	Resolution	Communication	Resolution
3. Five Variables and Elementary School-Community Relations	Communication	Involvement	Communication	Communication	Communication	No Pattern	Communication	Involvement	Communication
4. Five Variables and Achievement	No Pattern	No Pattern	Access	Resolution	No Pattern	No Pattern	No Pattern	Involvement	No Pattern
6. Five Variables and Legitimacy	Communication	Involvement	Communication		Communication	Access	Communication	Resolution	No Pattern
9. Five Variables and Support	No Pattern	Involvement and Resolution	Involvement and Resolution		Resolution	No Pattern	No Pattern	No Pattern	No Pattern

met as a result of path analysis, it was concluded that (a) they were not statistically significant and (b) the variable tested did not function as an intervening variable. These nonsignificant findings were omitted. Data from the Ingram and Raskas studies were also reanalyzed according to this criteria to allow for consistency in summary statements. Levels of statistical significance are referred to in discussions and summaries; level of .05 was considered statistically significant.

Research Question One: Relationships Among the Variables (Correlation)

Big City. The relationships among the five variables were low (r = .22 between resolution and communication) to moderately high (r = .60 between involvement and participation). Communication correlated at a moderately high level with involvement at the .01 level of significance. Involvement correlated at a moderately high level with participation at the .01 level, and involvement correlated at a moderately high level with resolution at the .01 level. Thus while the other seven correlations were in the low to moderately low range, three correlated at a moderately high level (significance at .01).

Rural Village. The relationships among the five variables of school-community relations were low to moderately low. The highest correlation was found to exist between communication and involvement (r = .41). With all other correlations in the low range (r = .22 to .26), the variables were found to be independent of each other at a .05 level of significance.

Suburban Homes. The relationships among the five variables of school-community relations were low to moderately low. The two highest correlations were found to exist between communication and participation (r = .42) and between resolution and access (r = .49). With half of the correlations in the low range (r = .22 to .29) and half of the correlations in the moderately low range (r = .37 to .49), the variables were found to be independent of each other at a .01 level of significance.

Rural Village and Suburban Homes. The relationships among the five variables of school-community relations were low to moderately low. The highest correlation was found to exist between resolution and access (r = .45). With the majority of the correlations in the low range (.20 to .27), the variables were found to be relatively independent of each other at a .01 level of significance.

Small Town Elementary Parents. The relationships among the five variables were low to moderately high. With the exception of two moderately high correlations of participation and resolution with access at the .01 level of significance, the remaining eight correlations were low to moderately low.

Small Town Elementary Students. The relationships among the five variables were low to moderately low in all ten instances. The variables were found to be independent of each other at a .05 level of significance.

Small Town Secondary Parents. The relationships among the five variables were low to moderately high. With the exception of two moderately high correlations between communication and access, and communication and resolution, and one high correlation between access and resolution, all at the .01 level, the remaining seven correlations were low to moderately low.

Small Town Secondary Students. The relationship among the variables were low to moderately high. Within the exception of a moderately high correlation between communication and access, and participation and resolution at the .01 level of significance, the remaining eight correlations were low to moderately low.

Small Town Parents and Students. The relationship among the variables were low to moderately high. Eight correlations were low to moderately low. Moderately high correlations were found between access and communication, and access and resolution at the .01 level of significance.

Summary for Research Question One. This question examined the relationship among the five variables of school-community relations (communication, involvement, participation, resolution, and access). In four of the nine cases, the five variables were found to be independent of each other without exception at the .05 level of significance. Of the remaining five cases where moderately high or high correlations were found, access correlated once with participation (Small Town elementary parents at the .01 level), three times with resolution at the .01 level (Small Town elementary parents, Small Town Secondary parents, Small Town parents and students), and three times with communication at a .01 level (Small Town secondary students, Small Town secondary parents, and Small Town parents and students). Only four other moderately high correlations were found which included different variables, and three of these occurred for Big City. The conclusions that can be drawn from these findings include the following: (a) the variables of school-community relations (involvement, communication, participation, resolution) are relatively independent variables, conceptually independent terms, and measurements of different phenomena within the school; (b) the variables of involvement and participation are independent variables and conceptually distinct terms. Their interchangeable use within literature should be questioned; and (c) the exception to variable independence appears to be the variable of access which is found to correlate at a moderately high level with several other variables (communication and resolution). This variable of access may not be useful as a discreet variable for future school-community relations research.

Research Question Two: Four Variables and Access (Regression)

Big City. Communication predicted 22 percent of the variance of access at a .01 level of significance. Resolution predicted an additional 12 percent of the variance at a .01 level, and participation predicted another 4 percent at .01. Involvement predicted none of the variance of access. Communication was the critical variable for access (22 percent at .01).

Rural Village. The results of this analysis indicated that resolution predicted 7 percent of the variance of access at a .05 level of significance. Participation predicted an additional 3 percent of the variance while involvement and communication predicted small amounts of the variance of .05 level of significance. Resolution was the important variable for access (5 percent at .05).

Suburban Homes. The results of this analysis indicated that resolution predicted 24 percent of the variance of access at a .01 level of significance. Participation, communication, and involvement predicted none of the variance of access. Resolution was the critical variable for access (24 percent at .01).

Rural Village and Suburban Homes. Resolution predicted 20 percent of the variance of access at a .01 level of significance. Communication predicted an additional 5 percent of the variance while participation predicted another 1 percent of the variance of access at a .01 level. Involvement predicted none of the variance. Resolution was the critical variable for access (20 percent at .01).

Small Town Elementary Parents. The results of this analysis indicated that resolution predicted 34 percent of the variance of access at a .01 level of significance and was the determinant variable for access (34 percent at .01).

Small Town Elementary Students. The results of this analysis indicated that involvement predicted 18 percent of the variance of access at a .01 level of significance and was the critical variable for access (18 percent at .01).

Small Town Secondary Parents. The results of this analysis indicated that resolution predicted 52 percent of the variance of access at a .01 level of significance and was the determinant variable for access (52 percent at .01).

Small Town Secondary Students. The results of this analysis indicated that communication predicted 37 percent of the variance of access at a .01 level of significance and was the determinant variable for access (37 percent at .01).

Small Town Parents and Students. The results of this analysis indicated that resolution predicted 32 percent of the variance of access at a .01 level of significance and was the determinant variable for access (32 percent at .01).

Summary for Research Question Two. This question looked at the amount of variance of access that was explained by the independent variables of communication, involvement, participation, and resolution. In six of the nine cases, resolution accounted for most of the variance explained by access and was the important, critical or determinant variable at .01 level of significance accounting for as much as 52 percent of the variance of access. For Big City and Small Town secondary students, communication accounted for the variance and was the critical variable at a level of .01 significance. Involvement predicted the variance of access at a .01 level and was the critical variable for elementary students. These findings indicate that for parent groups resolution is highly linked to access which was a pattern that began to become evident in research question one.

Therefore, it can be said that for secondary and elementary parents, problems and concerns may be dealt with only in light of accessability to the school. Big City provides the only parent group that is the exception to this generalization. The student groups show a different pattern where communication is linked to access for secondary students. Physical accessability for secondary students occurs with the daily routine of classes. Accessability for them may be communication patterns with faculty and administration, counselors, or special instructors. Involvement for elementary students is the critical variable for access. Involvement for this age group is relatively infrequent and includes helping the teacher after school or the I.M.C. director during free time. This is a unique way to provide the accessability of teachers and staff for this age group. When all the findings are compared, these conclusions can be drawn: (a) in general, resolution is highly related to access for secondary and elementary parents; (b) student groups show a different pattern from each other and from the parent groups; and (c) access may not be a useful discreet variable to use in a school-community relations model.

Path Analysis for Research Question Two. The findings of path analysis indicated that in five of the six cases where resolution predicted most of the variance, resolution was found to intervene upon the relationship of the independent variables of communication, involvement and participation with the dependent variable of access. The data for Rural Village, (where resolution's statistical significance was the only case below the .01 level) no pattern was evident. Small Town secondary students presented a unique pattern with communication being identified as the intervening variable for access.

Looking at the results for regression analysis and path analysis, it is evident that where resolution acted as an intervening variable is also where that variable was shown to be either a critical or determinant variable at a .01 level of significance. Where communication was a determinant variable at a .01 level it also became an intervening variable for secondary students. Therefore, resolution serves as an intervening variable of communication, involvement, and participation to the dependent variable of access whenever it acts as a critical or determinant variable of access at a .01 level. The consistent decrease in the effects of the independent variables with the introduction of resolution shows that resolution reduces and, therefore, impacts upon the independent variables, and possesses a stronger relationship with the dependent variable of access than the independent variables. This finding is consistent for all parent groups.

Research Question Three: Five Variables and Effective School-Community Relations (Regression)

Big City. Communication predicted 49 percent of the variance of effective school-community relations at a .01 level of significance. Resolution predicted an additional 7 percent of the variance at a .01 level. Participation and involvement each only predicted another 1 percent of the variance of effective school-community relations at a .01 level of significance. Access displayed an F-level that was insufficient for computation. Communication was the determinant variable for effective school-community relations (49 percent at .01).

Rural Village. Communication predicted 44 percent of the variance of effective school-community relations at a .01 level of significance. Resolution and access together predicted an additional 5 percent of the variance at a .01 level while involvement and participation predicted none of the variance of effective school-community relations. Communication was the determinant variable for effective school-community relations (44 percent at .01).

Suburban Homes. Involvement predicted 19 percent of the variance of effective school-community relations at a .01 level of significance. Access predicted an additional 14 percent of the variance at a .01 level. Communication and resolution predicted another 9 percent of the variance for effective school-community relations also at a .01 level. Participation displayed an F-level that was insufficient for computation. Involvement was the critical variable for effective school-community relations (19 percent at .01).

Rural Village and Suburban Homes. Communication predicted 49 percent of the variance of effective school-community relations at a .01 level of significance. The variables of resolution, access and involvement together predicted an additional 10 percent of the variance at a .01 level. Participation predicted none of the variance. Communication was the determinant variable for effective school-community relations (49 percent at .01).

Small Town Elementary Parents. The results of this analysis indicated that communication predicted 55 percent of the variance of effective school-community relations at a .01 level of significance and was the determinant variable for effective school-community relations (55 percent at .01).

Small Town Elementary Students. The results of this analysis indicated that resolution predicted 14 percent of the variance of effective school-community relations at a .01 level of significance and was the important variable for effective school-community relations (.14 percent at .01).

Small Town Secondary Parents. The results of this analysis indicated that communication predicted 52 percent of the variance of effective school-community relations (52 percent at .01).

Small Town Secondary Students. The results of this analysis indicated that involvement predicted 33 percent of the variance of effective school-community relations at a .01 level of significance and was the determinant variable for effective school-community relations (33 percent at .01).

Small Town Parents and Students. The results of the analysis indicated that communication predicted 38 percent of the variance of effective school-community relations at a .01 level of significance and was the determinant variable for effective school-community relations (38 percent at .01).

Summary for Research Question Three. This question examined the amount of variance explained for effective school-community relations by the five independent variables of communication, involvement, participation, resolution and access. In six of the nine cases (all except

Suburban Homes and the two student groups) communication accounted for the variance of effective school-community relations. For Suburban Homes, where there is an emphasis on parent involvement, and for Small Town senior high students, where involvement is an extremely important part of daily life at school, the ongoing high level of involvement has become more important than communication. These parents and high school students may be less concerned with matters of communication as they already know what is happening at the school through their involvement. For elementary students resolution or the solving of personal problems, seems to be more important for effective school-community relations than either communication or involvement. From this data the following conclusions may be drawn: (a) the manner in which parents view their school's school-community relations program is largely a function of communication (either one-way or two-way); (b) the school-community relations variables most influencing parental behavior are different from the variables influencing student behavior; (c) there appears to be no relationship between any participation or involvement activity and effective school-community relations.

Path Analysis for Research Question Three. This question measured the amount of variance explained for effective school-community relations by the five variables of communication, involvement, participation, resolution, and access. In six of the eight cases, communication acted as the intervening variable upon the relationship of the four independent variables of access, involvement, participation, and resolution with the dependent variable of effective school-community relations. No pattern was found for elementary students. For Suburban Homes and secondary students, where involvement acts as a strong part of life at the school, it becomes the intervening variable to effective school-community relations. The conclusion here may be that, except in cases where involvement patterns are a large part of the activity within the school, communication will act as the key intervening variable between the other four variables and effective school-community relations.

Research Question Four: Five Variables and Achievement (Regression).

Big City. The analysis indicated that for reading, mathematics, and language grades, resolution predicted an average of 13 percent of the variance at a .01 level of significance. Access, communication, and involvement predicted only a small amount of the variance of achievement. With resolution accounting for another 8 to 13 percent of the variance of achievement for the four ITBS measures, resolution was the important variable for student academic achievement (13 percent at .01).

Rural Village. The analysis indicated that the two variables of resolution and access consistently accounted for a larger percentage of the variance of achievement than any of the five variables. Resolution, however, predicted an average of 6 percent of the variance on four measures of achievement (mathematics grades, ITBS reading scores, ITBS language scores, ITBS cumulative scores) and was the important variable for student academic achievement at a statistically significant level (06 percent at .05).

Suburban Homes. The analysis of the data indicated that each of the five variables predicted for 3 to 7 percent of the variance of student achievement. Each of the five variables were also found to be statistically significant for at least one measure of achievement. Therefore, the findings are inconclusive at a .05 level of significance.

Rural Village and Suburban Homes. The analysis indicated that the three variables of access, communication, and involvement were the most frequent predictors of the variance of student achievement for the two schools together. Thus the findings were inconclusive at a .01 level of significance.

Small Town Elementary Parents. The analysis of the data indicated that, except for SRA mathematics scores and mathematics grades, participation accounted for a large percentage of the variance of achievement at a .05 level of significance. However, involvement predicted variance on six measures with its level of significance also at .05. Thus, the findings are inconclusive at the .05 level.

Small Town Elementary Students. The analysis of the data indicated that, except in the case of SRA reading scores, resolution consistently accounted for a larger percentage of the variance of achievement than any of the five variables and was the important variable for student academic achievement (11 percent at .05).

Small Town Secondary Parents. The analysis of the data indicated that the variable of access in five of seven measures of achievement accounted for a larger percentage of the variance of achievement than any of the five variables and was the important variable for student academic achievement (14 percent at .05).

Small Town Secondary Students. The analysis of the data indicated that involvement accounted for a larger percentage of the variance of achievement for language and mathematics grades than any of the five variables. Participation predicted an average of 6 percent of the variance of achievement in five cases. Hence, the findings were inconclusive at the .05 level of significance.

Small Town Parents and Students. The analysis of the data found that access and involvement were the two variables that accounted for a larger percentage of the variance of achievement than any of the five variables. With access predicting an average of 6 percent of the variance of six measures, access was the important variable for student academic achievement (06 percent at .01).

Summary for Research Question Four. This question considered the amount of variance explained of student achievement by the five independent variables of access, communication, involvement, participation, and resolution. In three of the nine cases (Rural Village, Big City, and Small Town Elementary Students), resolution predicted most of the variance of student achievement. In four of the nine cases, the findings were found to be inclusive. For Small Town secondary parents and the Small Town student and parent combined group, access explained the variance of achievement. Hence, the findings regarding the variables which relate to student achievement are mixed and inconclusive. However, the variable which relates most closely with student achievement is the variable of resolution. While resolution accounted for less than 15 percent of the variance, it is a significant variable. While access is the important variable in two cases, it also is highly related to the variable of resolution as reported in research questions one and two.

Path Analysis for Research Question Four. The results of path analysis for this question produced mixed findings. Resolution was the important variable for three groups, but was found to serve as the intervening variable only for Big City. Concerning the four groups where regression analysis produced no pattern for a predicting variable, access was found to be the intervening variable for the combined Rural and Suburban group and involvement was found to be an intervening variable for Small Town secondary students. While access was the important variable for Small Town secondary parents and for Small Towns' parent and student group, it did not function as the intervening variable in either case. Because of the lack of any consistent findings, it can be concluded that (a) no single variable clearly serves as an intervening variable for the independent variables of access, communication, participation, involvement and resolution on the dependent variable of student achievement; and (b) no clear consistent pattern exists which correlates the pattern of regression analysis and predicting variables with the pattern of path analysis and intervening variables.

Research Question Five: Effective School-Community Relations and Achievement (Correlation)

Big City. A low correlation was found between effective school-community relations and all seven achievement measures at a .05 level of significance. Only two correlations were at the .05 level, namely language grades and cumulative grades. Thus a low correlation was evident at a nonsignificant level.

Rural Village-Suburban Homes. No statistically significant correlation was found between effective school-community relations and any measure of achievement for Rural Village (no correlation at .05). Effective school-community relations was found to correlate moderately low with the reading grade measure for Suburban Homes. All other correlations were statistically insignificant. Thus, for Suburban Homes, a low correlation was found at the .05 level of significance. For the combination of Rural Village and Suburban Homes, effective school-community relations had statistically significant correlations with five measures. The correlation was low with four measures (ITBS mathematics scores, ITBS cumulative scores, language grades, mathematics grades) and moderately low with the reading grade measure. The combination group, therefore, had a low correlation between effective school-community relations and achievement at a .05 level of significance.

Small Town Parents - Small Town Students. No statistically significant correlation was found between effective school-community relations and any measure of achievement for elementary parents and elementary students (no correlation at .05). For secondary parents, effective school-community relations had a low correlation with six measures of achievement at a nonsignificant level (.05). For secondary students, however, moderately-low cor elations were found with five achievement measures at a statistically significant level of .05. When parents and students were combined, low correlations were found with four measures of achievement at a .05 level of significance.

Summary for Research Question Five. This question looked at the relationship between effective school-community relations and student achievement. In three of the nine cases, no correlation was found at a nonsignificant level. In five of the nine cases, low correlations were evident, two of which were at a significant level of .05 (both combined groups). For Small Town secondary students a moderately low relationship was evident at a .05 level of significance. Involvement was the determinant variable of effective school-community relations for secondary students in research question three. In research question four, which looked at the amount of variance explained of student achievement by the five variables, the findings were inconclusive, but involvement was one of the most frequent and consistent predictors of achievement and was also found to be the intervening variable. With these findings it can be said that involvement, for secondary students, is a strong enough variable to link effective school-community relations with student achievement. For all other groups, there is little or no relationship between effective school-community relations and student achievement.

Research Question Six: Five Variables and Legitimacy (Regression)

Big City. No data is available for Bit City on the research question six through twelve. Community support and legitimacy were not included in the Ingram (1978) study.

Rural Village. The results of this analysis indicated that communication predicted 28 percent of the variance of legitimacy at a .01 level of significance. While access predicted an additional 1 percent of the variance at a .01 level, the variables of participation and involvement predicted none of the variance of legitimacy. Resolution displayed an F-level insufficient for computation. Communication was the determinant variable for legitimacy (28 percent at .01).

Suburban Homes. The results of the analysis indicated that involvement predicted 12 percent of the variance of legitimacy and communication an additional 6 percent at a .01 level of significance. The variables of access and participation predicted none of the variance of legitimacy while resolution displayed an F-level insufficient for computation. Involvement was the important variable for legitimacy (12 percent at .01).

Rural Village and Suburban Homes. The results of this analysis indicated that communication accounted for 31 percent of the variance of legitimacy at a .01 level of significance. The variables of involvement and access accounted for very little of the variance and resolution none of the variance of legitimacy. Participation displayed an F-level insufficient for computation. Communication was the determinant variable for legitimacy (31 percent at .01).

Small Town Elementary Parents. The results of this analysis indicated that communication predicted 25 percent of the variance of legitimacy at a .01 level of significance and was the determinant variable for legitimacy (25 percent at .01).

Small Town Elementary Students. The results of this analysis indicated that access predicted 23 percent of the variance of legitimacy at a .01 level of significance and was the critical variable for legitimacy (23 percent at .01).

Small Town Secondary Parents. The results of this analysis indicated that communication predicted 42 percent of the variance of legitimacy at a .01 level of significance and was the determinant variable for legitimacy (42 percent at .01).

Small Town Secondary Students. The results of this analysis indicated that resolution predicted 31 percent of the variance of legitimacy at a .01 level of significance and was the determinant variable for legitimacy (31 percent at .01).

Small Town Parents and Students. The results of the analysis indicated that communication accounted for 30 percent of the variance of legitimacy at a .01 level of significance and was the determinant variable for legitimacy (30 percent at .01).

Summary for Research Question Six. This question looked at the amount of variance explained of legitimacy by the five independent variables of communication, involvement, participation, resolution, and access. In five of the eight cases, communication is the primary predictor of legitimacy. Resolution is the strongest predictor for Small Town secondary students, access best predicts for Small Town elementary students, and involvement for Suburban Homes. These findings are consistent with the results of research question three which looked at the amount of variance explained of effective school-community relations by the five independent variables. In the question three, Suburban Homes and the two student groups indicated a different pattern. For Suburban Homes, involvement best predicted effective school community relations and legitimacy. (As indicated earlier involvement for Suburban Homes is an important part of life at the school.) The student groups provided deviant cases, and findings are not consistent with research question six while all parent groups findings are consistent. While communication is the primary predictor of legitimacy for all parent groups (except Suburban Homes), it is also the primary predictor of effective school-community relations for these groups. Therefore, how parents view the school (effective school-community relations and legitimacy) is largely a function of communication (one-way or two-way).

Path Analysis for Research Question Six. The findings indicated that in four of seven cases communication was found to intervene upon the relationship of the independent variables with the dependent variable of legitimacy. Thus, except for the combined group of Small Town parents and students, regression analysis showed that communication was a determinant variable and path analysis indicated that it also functioned as an intervening variable. This finding is evident also for Suburban Homes and the student groups where the important, critical, or determinant variable also became the intervening variable for that group.

Research Question Seven: Effective School-Community Relations and Legitimacy (Correlation)

Rural Village--Suburban Homes. The results of the analysis indicated a moderately high correlation between effective school-community relations and legitimacy in all three cases. The findings were all statistically significant at the .01 level.

Small Town Parents--Small Town Students. The results of the analysis indicates a moderately high or high (secondary parents) correlation between effective school-community relations and legitimacy in all groups except for elementary students where a moderately low correlation was found. The findings were all significant at the .01 level.

Summary for Research Question Seven. This question looked at the relationship between effective school-community relations and legitimacy. In all seven cases, except for Small Town elementary students, a moderately high to high relationship was found at a .01 level of significance. These findings indicate that parental perceptions of effective school-community relations have a strong relationship with their perceptions of the schools' legitimacy. Parental trust in the school may be a factor of the effectiveness of the school's school-community relations program which we found (in research question three) is largely a function of communication. Thus, legitimacy, effective school-community relations, and communication may form a critical triangle of variables.

Research Question Eight: Legitimacy and Achievement (Correlation)

Rural Village--Suburban Homes. The results of this analysis indicated that there were no statistically significant correlations between achievement and legitimacy for Rural Village or Suburban Homes. However, when the two schools were combined, legitimacy correlated low with one measure of achievement and moderately low with two other measures. This indicates that over all measures of achievement a low correlation was found at a statistical level of .05.

Small Town Parents--Small Town Students. No statistically significant correlations were found in the case of elementary parents (no correlation at .05). For elementary students, legitimacy was found to have a moderately low correlation with one measure of achievement at a .01 level of significance, and five with low correlations at a level of .05. For secondary parents, legitimacy was found to have a moderately low correlation with six measures of achievement at a .05 level of statistical significarce. For secondary students, legitimacy was found to have a low correlation with four measures at a .05 level. When all groups were combined, legitimacy was found to correlate low with six measures of achievement at a .05 level of significance.

Summary for Research Question Eight. This question looked at the relationship between different measures of student achievement and legitimacy. The findings indicated little or no relationship between a sense of institutional legitimacy and student achievement. Secondary parents were the only group to have a moderately low correlation and was one of two groups (the other was Small Town parent and student group) to have findings at a statistically significant level. This finding is similar in pattern to research question seven which looked at the correlation between effective school-community relations and legitimacy. In that case, secondary parents were the only group with a high correlation. Therefore, for secondary parents, perceptions of legitimacy may be determined, not only by effective school-community relations, but also by their child's achievement level. For all other parent and student groups little or no relationship exists between legitimacy and student achievement.

Research Question Nine: Five Variables and Support (Regression)

Rural Village. The results of this analysis indicated that involvement predicted 9 percent of the variance of support at a statistically significant level of .05. While participation predicted an additional 1 percent of the variance at a .05 level, access and resolution predicted very little of the variance of support at a non-significant level. Communication displayed an F-level insufficient for computation. Involvement was the important variable for support (09 percent at .05).

Suburban Homes. The results of this analysis indicated that involvement predicted 17 percent of the variance of support at a .01 level of significance. Resolution predicted an additional 8 percent of the variance at a .01 level. Access and communication predicted very little of the variance, and participation predicted none of the variance of support. Involvement was the critical variable for support (17 percent at .01).

Rural Village and Suburban Homes. The results of the analysis indicated that involvement predicted 15 percent of the variance of support at a statistical level of .01. Resolution predicted an additional 5 percent of the variance while communication only predicted another 1 percent at the .01 level. Participation and access predicted none of the variance of support. Involvement was the important variable for support (15 percent at .01).

Small Town Elementary Parents. The results of this analysis indicated that resolution accounted for 19 percent of the variance of support at a .01 level and was the critical variable for support (19 percent at .01).

Small Town Elementary Students. The results of this analysis indicated that participation predicted 7 percent of the variance at a .05 level and was the important variable for support (07 percent at .05).

Small Town Secondary Parents. The results of the analysis indicated that communication accounted for 21 percent of the variance at the .01 level of significance and was the critical variable for support (21 percent at .01).

Small Town Secondary Students. The results of the analysis indicated that involvement predicted 7 percent of the variance of support at the .05 level and was the important variable for support (07 percent at .05).

Small Town Parents and Students. The results of this analysis indicated that communication accounted for 8 percent of the variance of support at a .01 level of significance and was the important variable for support (08 percent at .01).

Summary for Research Question Nine. This question looked at the amount of variance explained of support by the five independent variables of communication, involvement, participation, resolution, and access. In four of the eight cases (Rural Village, Suburban Homes, Rural Village and Suburban Homes, and Small Town secondary students) involvement best predicted the variance of support and was either a critical or important variable at varying levels of significance. In two cases (Small Town secondary parents and Small Town parents and students), communication was the critical or important variable at a .01 level of significance. For Small Town elementary parents resolution was critical at .01 and for Small Town elementary students participation was the important variable at a nonsignificant level. The findings are mixed and inconclusive. Therefore, we may conclude that there is little or no relationship between the expectation of public support (on referendum votes) and any specific variable of effective school-community relations. However, with the importance in some cases (six out of eight) of the two variables of communication and involvement, it can be said that perhaps these are the two best variables to show or communicate the resources and needs of the school.

Path Analysis for Research Question Nine. When path analysis was applied, the findings indicated that in five of the seven cases no pattern and no significant data was found from the analysis. For Suburban Homes and Rural Village combined with Suburban Homes, the two variables of involvement and resolution were both found to be the intervening variables in both instances. With the lack of any consistent pattern within groups, no single variable serves as an intervening variable for the effects of the independent variables on the dependent variable of support.

Research Question Ten: Effective School-Community Relations and Support (Correlation)

Rural Village--Suburban Homes. The results of the analysis indicated that support correlated moderately low in two of the three cases (r = .39 Suburban Homes, r = .37 Rural Village and Suburban Homes) at a .01 level of significance. No correlation was found between effective school-community relations and support at the .05

level.

Small Town Parents--Small Town Students. The results of this analysis indicated that support was found to correlate moderately low at a .01 level of significance for the combined parent and student group, secondary students, and elementary parents. Support correlated low with school-community relations for elementary students at a .05 level. Support, however, correlated with school-community relations at a moderately high level for secondary parents at a statistically significant level of .01.

Summary for Research Question Ten. This question looked at the relationship between effective school-community relations and support. In one case no correlation was found, and in six cases a low to moderately low correlation was evident. However, a different pattern for Small Town secondary parents presented a moderately high correlation. This parent group uniquely links their perceptions of effective school-community relations with their public support of the school, and perceptions of effective school-community relations and perceptions of support were strongly linked (in research questions nine and three) to the variable of communication. Again, a critical triangle becomes evident for secondary parents linking effective school-community relations, support, and communication. For all other parent groups and student groups little or no correlation is found between effective school-community relations programs and the expectation of public support (on referendum votes).

Research Question Eleven: Support and Achievement

Rural Village--Suburban Homes. The results of this analysis indicated that support had no correlation with achievement measures for Rural Village at .05 level. However, for Suburban Homes, support correlated at a low level with four measures of achievement at .05. For Suburban Homes and Rural Village combined support correlated at a low level with all seven measures of student achievement at a statistically significant level of .05.

Small Town Parents--Small Town Students. The results of this analysis indicated that no correlations were found for elementary parents or elementary students at .05 level of significance. For secondary parents, all seven measures of achievement correlated at a moderately low and statistically significant level of .01. The findings for secondary students indicated a low correlation between support and achievement at a .05 level. The combined group of parents and students were found to have low correlations between all seven measures of achievement and support at a .01 level of significance for five of these correlations.

Summary of Research Question Eleven. This question looked at the relationship between support and the different measures of student academic achievement. Little or no correlations were found in seven of the eight cases at varying levels of statistical significance. The Small Town secondary parent group was again the exception with a moderately low correlation at a .01 level of significance. Thus, with the exception of secondary parents, little or no relationship exists between the expectation of public support (on referendum votes) and student academic achievement. A moderately low correlation for secondary parents is not a substantial finding, but it does indicate their difference as a group apart from elementary parents and the possibility that a link between support and achievement may exist at the secondary level.

Research Question Twelve: Legitimacy and Support

Rural Village-Suburban Homes. The results of the analysis indicated that legitimacy and support correlated moderately low at a .01 level of significance for the two schools combined and moderately high for Suburban Homes at a .01 level. No correlation was found for Rural Village at .05 level.

Small Town Parents--Small Town Students. The results of this analysis indicated that legitimacy and support correlated low at .05 level for elementary parents and at a moderately low level for elementary parents (.05 level of significance), secondary students, and the combined group at a .01 level of significance. The correlation between legitimacy and support was found to be moderately high for secondary parents at a statistically significant level of .01.

Summary for Research Question Twelve. This question looked at the relationship between legitimacy and support. At Rural Village no correlation was found while in another case (Small Town elementary students) a low relationship became evident. In four of the eight cases a moderately-low relationship was found at a .05 or .01 level of significance. The only moderately high correlations occurred for Small Town secondary parents and Suburban Homes. For both of these groups, the same variable was the best predicting variable in research questions three, six, and nine. For Suburban Homes involvement consistently predicted the most variance of effective school-community relations,legitimacy, and support while communication functioned in the same way for Small Town secondary parents. Thus for Suburban Homes, the key role of involvement may be the determining factor towards understanding the relationship between legitimacy and support, and for secondary parents the key role exists in communication. Both variables may serve to inform the group of the school's needs and programs, increase their willingness to spend more money, and increase their trust in the school as an institution.

Group Response Comparisons

This study uniquely introduced the responses of forty fifth grade students and forty eleventh grade students. The new parent group also introduced with the study was the parents of the eleventh grade students. The discussion that follows attempts to point out similarities or differences in response patterns between the student and adult groups and between the elementary and secondary groups.

Student and Adult Responses

Research questions one through twelve were analyzed for all student and adult groups. Many of the findings indicated a difference in pattern between these groups. Each of these differences will be considered in the following discussion.

Elementary Students. Interviews with elementary students were discussed as part of the methodology in Chapter III. These interviews did vary to some degree from the interviews with all other groups. Time was spent before each interview talking with the student casually and establishing an atmosphere of trust. Students were nervous prior to the interview and expressed concern over being able to understand and answer questions correctly. The interview began once a suitable rapport had been established. Unlike the other interviews, reference to variable terms was not stressed while conceptual understanding was emphasized. Often, examples had to be used to clarify meaning, or the concept had to be repeated several times to insure proper understanding. While no ratings or perceptions were asked for until the student seemed to understand the concept, the mixed and inconsistent findings of elementary students could be due to the methodological problems of interviewing this age group, especially their vocabulary level. A correlation analysis of findings was made between the four fifth grade rooms to determine patterns, relationships, or differences and also between the students and their parents. No correlations were found and no statistically significant data were apparent at any level.

Looking at the findings of the research questions as presented earlier in the chapter and as summarized in Table 6-1, different patterns are evident for elementary students when compared to the parent groups or to the secondary students. For elementary students, research question one found the five variables to be relatively independent terms. This finding was not inconsistent with findings from several other parent groups. When looking at research question two, the elementary student group showed a pattern different from all other groups. Involvement was the critical variable in predicting the variance of access for this group. Only for elementary students is involvement the key to accessibility within the school. Involvement activities for this group also differ from those of the parent group. Involvement activities include helping their teacher set up more equipment or pass out papers, helping the IMC direct or distribute notes of overdue books, and going to activities after school. These activities are more for the benefit and amusement of the participant than for the betterment of the school. This is different than the parent group for whom involvement is the giving of time, energy and skills to the school for the betterment of the school or the students.

Research question three looked at the relationship of the five variables and effective school-community relations. Small Town elementary student data indicated that resolution was the important variable of effective school-community relations at a .01 level of significance. No other group had a similar finding. Again, the case study and critical incident study of resolution indicated that resolution activity and behavior consisted principally of family-child-teacher-school-peer problems and not major policy issues. During student interviews it became evident that most problems needing resolution at this age were primarily peer problems, and these were usually resolved through the teachers. Hence, the importance of resolution, at the room level, becomes apparent. The importance of resolution as the determinant variable of effective school-community relations for fifth grade students also becomes clear.

Findings of elementary students for research questions four, five, eight, and eleven, were not unique or distinct from other student or parent groups. However, when research question six was analyzed for the predictability of the five variables on legitimacy access was the critical variable for elementary students (23 percent at .01), while for the parent groups communication was the determinant variable. In research question two, involvement was the critical variable for access for the fifth grade students. Thus accessibility through involvement activities with the teachers and staff may help to increase the students' trust in the school, a place where this age group may have experienced feelings of mistrust or inaccessability.

Research questions seven and ten correlating effective school-community relations with legitimacy and support showed low correlations where parent correlations were high. Again, the methodological problems and conceptual misunderstandings may be the cause of relatively inconsistent findings for this age group. However, Small Town elementary students are a very distinct and unique subpublic of the school. Their perception differs greatly from that of their parents. While their academic achievement or 'growth and development' may be a goal of the school-community relations program, it should not be forgotten that students are also an important subpublic of the school and a significant part of the process itself.

Secondary Students. Secondary students occupy a triple position of influence at the secondary level. For parents of secondary students good feelings about their school may be dramatically influenced by successful events, such as a play or band concert, or by a winning team. As an administrator of the secondary school related, "A good school is one that wins." Parental good feelings may also come from a successful student with high grades or many extra-curricular interests. Thus when parents of Small Town senior high school speak of their school, they talk of what they know about the school mostly through their child's experiences. While a parent's feelings and activities may be enhanced by their students, parental accessability and involvement may also be severely limited by their teenagers' embarrassment and growing independence. Teenage students make many academic decisions on their own and often resolve conflicts without parental or teacher assistance. Hence, a parents' relationship with the school is changed at the secondary level as the secondary student assumes part of the parents' previous role and part of the schools' role in school-community relations activities. Peer influence through group associations and various activities form the third of the three groups influenced by the secondary student.

Looking at parental responses in view of this discussion then, it seems inevitable that response patterns for this group will be different from that of their parents and from that of elementary parents and students.

As at the **secondary** level, a correlation analysis of findings was made between the secondary students and their parents. No statistically significant correlations were found or were apparent at any level. This analysis was not included in the study report because of the insignificant findings. However, when looking at the data of Table 6-2, some interesting differences can be mentioned. In this discussion, only differences will be noted and similarities between secondary students and the parent group are left to the reader.

Research question two revealed a different pattern for secondary students where communication was the determinant variable and the intervening variable of access. Physical accessability for secondary students occurs with the daily routine of classes. Accessability for this group may be communication patterns with faculty and administration, counselors, or special instructors. Access also correlated with communication in research question one moderately high at a .01 level of significance. Again accessability for secondary students allows and encourages communication patterns with staff and administrators within the school. These findings are consistant with interview notes. For these secondary students, most of the formal communications from the school to the student occurred through the public address system. Most responses from students indicated that these announcements were inadequate because of simultaneous physical education classes, announcements made during passage through the hallways or during study halls, or broken speakers within rooms. With the primary mode of communication ineffective, students must rely on the physical presence and accessability to others in the school for communication.

Research question three shows involvement as the determinant variable of effective school-community relations for secondary students while all parent groups (except Suburban School where involvement is also a part of daily life) display communication as the determinant variable. This finding can be explained in several ways. First, secondary students may be less concerned with matters of communication as they already know what is happening at the school through their involvement activities. Second, for those groups that are highly involved with the school, involvement may act as a vehicle through which another process of school-community relations may take place. Third, involvement for secondary students includes the "contribution of their time, energy, and talent" through school activities, athletics, and the extra-curricular program. Hence, while the behavior may be the same, the relationship between the contributor and those who benefit is different.

Effective school-community relations was correlated with achievement in research question five. Secondary student data showed the only moderately low correlation among the group. All others had a low or no correlation. Involvement was the determinant variable of effective school-community relations for secondary students in research question three. In research question four, which looked at the amount of variance explained of student achievement by the five variables, the findings were inconclusive, but involvement was one of the most frequent and consistent predictors of achievement, and was also found to be the intervening variable. With these findings it can be said that involvement, for secondary students, is a strong enough variable to link effective school-community relations with student achievement. For all other groups, little or no relationship was found.

Research question six is another case where secondary student responses were different in pattern. Resolution was the determinant variable of legitimacy for this group while communication was the determinant variable for the parent groups. The same type of explantion can be used for the emergence of the importance of resolution rather than communication. The everyday physical accessability of the school and staff, perhaps through involvement activities, allows for the necessary informal communication patterns. Thus communication for this group serves in a secondary role to the process of involvement. Because communication becomes a secondary concern for these students legitimacy, or their trust in their school as an institution, becomes determined by resolution. Notice, however, that there is a great concern in communication for their parents, and it determines 42 percent of the variance of legitimacy, the highest percentage explained by any group. Direct communication to secondary parents is almost nonexistent with most of their information coming from their children. Thirty-one percent of the variance of legitimacy for secondary students was predicted by resolution. Their trust in the school, perhaps also their satisfaction and belief in education, is partially determined by the solving of problems or lessening of conflict. Most secondary students in the interview expressed the need to solve most problems themselves. When self-resolution failed, the student reluctantly turned to one of the "team" available, usually the assistant principal, counselor, or teacher. Parents were included at this point, but the fear of embarrassment at their coming to school to help with the problem often inhibited the ability of parents to become problem-solvers. Secondary students are loners with conflict and have a great deal of reluctance to seek help from adults. Hence, for this age group, resolution and trust can be conceptually linked.

The secondary student group is a group apart. They are alone, indeed, with a separate daily life, unique interaction patterns, and their own perceptions of their school and their world. Administrators, teachers, and schools need to look again to the secondary student as a processor, determinant, and beneficiary of school-community relations programs.

Elementary and Secondary Responses

The previous discussion looked at the student groups in relation to the parent groups at the secondary and elementary levels. The student responses were primarily discussed at each level in comparison to adult responses. The following section continues this discussion by comparing elementary and secondary responses primarily at the adult level.

Elementary and Secondary Student Responses. The two student groups had findings that were different from the parent groups and were different from each other. Thus each group responded as totally separate entities with their own school experiences and their own perceptions of these experiences.

Elementary and Secondary Parent Responses. While there was only one secondary parent group and five elementary parent groups (not counting the combined Small Town group); the elementary parent groups will be considered collectively when compared to the secondary parent group.

Statistical results and interview notes show that secondary parents expressed significantly stronger feelings and convictions about the school than elementary parents. Their responses may show a stronger feeling or commitment or may show a greater ability to express these feelings. Emotions were present in both groups, but secondary parents expressed stronger emotion. If parents were angry, secondary parents seemed angrier. If elementary parents were content, secondary parents seemed extremely content. If elementary parents were resentful toward the school, secondary parents might be bitter. Whether expressed differences in intensity of life and emotion between the elementary and secondary parents were due to their experiences during these years, or due to the growth of their child during high school, one cannot know. But the ability to express the intensity of their feelings or convictions can be seen as an influence on responses given and the data analyzed. This can easily be seen with regression analysis. Secondary parents had the highest percentage predicted on four of five questions, and the second highest on the fifth question. Correlation questions show similar results with five of the six (omitting research question one) correlations showing the highest correlation for secondary parents. Eleven of the twelve research questions had results for secondary parents at a statistically significant level, nine of which were significant at the .01. These patterns are very different from the elementary parent group.

In research question one two sets of variables correlated moderately high at a .01 level for secondary parents; (communication and access, communication and resolution). Resolution and access had a high correlation (The only high correlation from all groups) at a .01 level of significance. These three variables, through all the research questions, are the only variables found to predict variance for this group.

An interesting finding, and a different pattern from the elementary parent group, occurs in research questions four which looked at the relationship of the five variables with achievement measures. Access was the important variable for this group, predicting 14 percent of the variance of achievement at a .05 level. This result is hard to explain because parent accessability to the school is determined to a greater degree by the student than by the school itself. Perhaps, as the student becomes more successful academically the school becomes more accessible to the parent as student embarrassment is reduced. This embarrassment is mainly limited to in-school hours or after-school conference type settings. Most students do want their parents to come to all-school activities, athletic events, etc.

Most parent groups had communication as the predictor of effective school-community relations and the predictor of legitimacy. Secondary parents also had communication as the critical variable of support, and also had a high correlation between effective school-community relations and both support and legitimacy. Thus, communication seems to be a strong variable for the parent groups in general, but is an especially important variable for secondary parents. Communication predicted 52 percent of the variance of effective school-community relations, 42 percent of the variance of legitimacy, and 21 percent of the variance of support. Correlations at high levels were found for effective school-community relations with both legitimacy and support, and legitimacy and support with each other. With these data, several important conclusions may be drawn: (a) while the manner in which parents view the school (effective school-community relations or legitimacy) islargely a function of communication, for secondary parents the function of communication is much stronger. It also encompasses institutional support for the school along with providing the link for the high correlations between perceptions of effective school-community relations, legitimacy, and support; (b) secondary parent responses are stronger and more statistically significant than elementary parent responses due to the characteristics, previously discussed, of this age group; (c) for secondary parents, any school-community relations program or activity is enhanced or made unavailable by the student. The amount of information received about the school or the amount of involvement opportunities for the parents depends more upon the student than the school itself; and (d) the data show that secondary parents are a unique group and are different from elementary parents in regard to perceptions of school-community relations and in regard to important processes and variables.

Conceptual Refinement

The conceptual framework used as the reference for this research was the school-community relations programmatic model. The processes and goals of this model provided the variables used in this study. The following actions discuss the existence or importance of the variables or redefines them for future use.

Processes

The variables of access, communication, involvement, participation and resolution are the process variables of the school-community relations model. The interactions that take place among the members of the school community occur through these processes. The following section discussed each variable in light of the previous studies and the findings from this study.

Access. The variable of access was originally used as a goal element of the school-community relations model. With the suggestions based on the Bartels (1978) and Ingram (1978) studies and their experience with using this variable, access was changed in the Raskas (1979) study to a process variable and also was considered a process variable in this study. The Raskas study verified access as a process variable due to its close relationship with resolution and its independence from the other processes of school-community relations. However, the findings apparent within this study may provide some alternate conclusions.

It is clear from the findings of this study that access is not an independent variable. Access is found to correlate at moderately high or high levels in seven instances with three variables: participation, resolution, and communication. These findings are also statistically significant at the .01 level. Resolution, especially, is linked to access where it predicts from 7 to 52 percent of its variance. Communication and involvement also predict the variance of access. Access, therefore appears to be a relatively interdependent variable, highly related to resolution, but also related to other variables.

Interview notes suggest the difficultyof respondents in conceptualizing access as very different from communication or resolution. At the elementary level, if the secretary answers the phone and communicates pleasantly to the parent, the school is accessible. If the teacher communicates with the parent and resolves a student's problem during a conference, she is accessible. Responses from elementary students show that accessibility is the extra time with the teacher. For secondary students access is communication. Physical proximity to staff and school may not yield a perception of access if communication is missing. Secondary parents generally see access as resolution. Access is yielded to the parent by the student mainly in time of extreme personal conflict. As previously discussed in the case study, parent involvement which requires work at the school or casual school visits is greatly affected by their teenagers' embarrassment. These students expressed a desire to not have their parents drop in or volunteer during school hours. Parents generally respect this request and even though they feel the school is open to them, they will stay away. Thus, no matter how much the high school may make itself accessible, the students themselves limit this accessibility. This example is given because it is an accurate reflection of what access is or is not. It is not a goal because it cannot be thought of as an end product or goal of another process. However, access is not a process. It does not stand alone as a means toward a goal. Without access, communication, resolution, participation, or involvement could not occur. Access can be compared to a life process. If it is not there, nothing happens. The system will eventually die. When it is there, it may be considered as a given, a variable that is part of everything. From the data, the interview notes and the case study data, the following conclusion may be drawn: (a) access is not an operationally independent variable, but is interdependent with many variables; and (b) access is not a conceptually independent term. Hence, this variable may not be useful as a discreet variable for future school-community relations models or research.

Involvement and Participation. The process of involvement has been defined and confirmed in previous studies, as the contribution by parents of time, skill,and expertise to the school. Again, this definition is confirmed from the data of this study. It is also clear that involvement is a separate process and a conceptually distinct term from that of participation. When parents are involved they are actually giving time or resources to the school, and when parents participate they help in making decisions about their child or the school. Differences in type or degree of involvement and participation, however, vary to some extent with each group.

Elementary students experienced involvement and participation on more of a day to day basis. While involvement included some group activities after school and some extracurricular group activities within school, most involvement was on an individual basis with the teachers or another staff member. This not only helped the teacher or school but also offered the student a chance to get out of the school routine, learn an interesting skill, or be with the teacher in a one-to-one situation. Participation occurred in a group situation with the room, where the whole class decided what game to play or smaller groups decided what projects to do.

Secondary students experienced involvement in a different way than other groups. For them involvement included band, chorus, and athletic activities, student council membership, clubs, and various school field trips. Involvement was also the determinant variable of effective school-community relations for secondary students. It occurs on a day-to-day basis, during school hours and after school for most students. While the concept of the giving of time, skills and energies remain the same, the relationship between the contributor and those who benefit is different. This is true for both student groups, but especially for the secondary student. Within the interview questionnaire, probes for the involvement question were changed to reflect these differences.

Participation for secondary students included some policy decision-making influence. On issues of student concern, the student council acted as a body to help make decisions. However their influence was minimal on the more important issues. The student-circulated petitions were another means of making decisions on a group basis. Often these petitions did effectuate some degree of influence, but most student decisions were based on personal choices of involvement activities and class schedules. These decisions included some parental or school guidance, but usually the decision was ultimately up to the student.

Decision-making opportunities and responsibilities for secondary parents were diminished because of the increasing takeover of this responsibility by the secondary student. The previous opportunity the secondary parent had to make academic and social or involvement decisions with the student is no longer available. Any decision-making the secondary parent does, occurs during conflict or crisis or on the more rational level of a committee, either school-appointed advisory committees or parent-assumed issue-concerned committees. Decision-making at the secondary, elementary, or school-district level often results in great frustration. The case study revealed that most parents and community members feel a need to have more of an effect on decision-making at the district level. Apathy is evident when citizens are asked to serve on committees. The community has experienced many studies that have had little affect on their lives. They also have a general feeling that decisions have already been made, or that their input will be ineffectual.

While secondary parents are involved with activities of the student's interest, the elementary parent has the opportunity for involvement during school hours as a volunteer. Unlike the secondary student who becomes embarrassed at the parents presence within the building, the elementary student usually is pleased to have a parent help with field trips or parties. Elementary parents also have more opportunity to make decisions about their child. While the parents do have committees to help with decision-making at the school level, the differences among schools can be seen between each community. Most of the decision-making for Small Town elementary parents occurs with the selection of next year's teacher and in academic or social problem areas with the parent, teacher, and student together.

From the evidence of the statistical analysis, the interview notes, and the case study, the following conclusions can be made: (a) the variables of involvement and participation show little or no correlation. They are independent variables and operationally distinct concepts for all groups; (b) involvement appears to be a more critical variable among secondary student respondents than among any other group; (c) while involvement behavior is the same across groups, the relationship between the contributor and those who benefit is different for parents groups and student groups; and (d) the variables of involvement (with the exception of the secondary students) and participation account for virtually none of the variance of either effective school-community relations, achievement, support, or legitimacy.

Communication. Communication is a process variable that has been defined as either written or nonwritten information sent between the home and the school. The definition and importance of communication as a process was confirmed in the Raskas (1979) study and has been reconfirmed in this study. It is a process that can stand alone with one-way or two-way communications as either written or oral activities. Communication can also be part of the processes of involvement, participation, and resolution. This characteristic of communication is especially prevalent among secondary students. For the secondary students communication, as a formal process, is not significant. Because primary communication patterns are ineffectual, communication occurs through involvement activities as a secondary process.

Communication for the parent groups becomes an extremely important process, especially for secondary parents. Looking at the data and interview notes, it can be said that the manner in which parents view the school (effective school-community relations, support, legitimacy) is largely a function of communication (two-way or one-way). While student responses vary, and secondary students are a deviant case, secondary parents perceptions are most influenced by communication as it determines their view not only of effective school-community relations and legitimacy but also of support.

Resolution. The process of resolution is concerned with the way problems are solved, conflict lessened or avoided and differences settled. In the Ingram (1978) study, resolution had a strong, positive relationship with all measures of student achievement and tended to focus on individual, specific parent-teacher-peer problems rather than on larger school-wide policies or practices. In order to explore the role of resolution in school-community relations, a critical incident question was introduced with the Raskas (1979) study and also was included in this study.

The critical incident questionnaire was presented to all the respondents. After the interviews were complete, each questionnaire was reviewed. Responses indicated resolution as a process with microlevel (parent-teacher peer problems) or macro level issues (school-wide policies or practices). After coding the questionnaire and properly matching interview forms with variable values from the Likert Scale, a set of chi-square tables were generated for the relationships between the ratings for the variables for the five Small Town cases and the level of issue resolved (micro or macro). The results of the analysis did not produce any significant findings for any case or variable. Thus the results and any previous explanation of the process were omitted. However, interview notes indicated that in all but two cases of both student and parents groups, resolution occurred at the micro level. Examples of micro-level issues included student discipline, class placement, individualization of instruction, identification of children with exceptional educational needs, and other minor problems. Examples of macro-level issues that were seldom addressed included ongoing concerns related to school bussing for transportation, over-crowded classrooms, discipline of students as a whole, and proper use of school facilities. Thus it can be concluded that parents and students identify resolution with matters related to the individual parent-teacher peer relationships rather than school-wide policies or practices.

Students and parents at both the elementary and secondary levels dealt with micro-level issues and also dealt with the same type of problems. Elementary students and especially secondary students tried to resolve their own problem with the help of their peer group or teachers. Parents became involved in the process of resolution with the student and teacher or principal when first attempts within the school failed.

The identification of resolution as a process dealing with mainly micro-level issues for both parents and students leads to the question that Raskas (1979) asked in his study. While individual resolution processes deal with matters that affect their own relationship or their child's relationship to the school, most problems that affect the school as a whole are dealt with through the process of participation in group settings. For both parents and students, school-wide or macro-level issues are secondary. When macro-level issues are addressed it is usually done through a group, via ad hoc committees, petitions, attendance at school board meetings, and other groups. All assist to stimulate concern throughout the community. For Small Town parents this type of decision-making or problem-solving is frustrating and largely ineffectual.

The findings for resolution, the case study, and the interview notes reconfirm the importance of resolution as a process in school-community relations. Resolution has been defined primarily as focusing on micro-level issues, those issues most directly related with individual parent-teacher-peer problems.

Goals

The goals of a school-community relations program represent the intended outcomes of the programmatic elements and the processes of school-community relations. The goals (or outcomes) discussed in this section include achievement, support, legitimacy, and effective school-community relations. The variables of child growth and development, and policy outcome, are important goals of the school-community relations model, but are not considered in this study.

Achievement. The goal of achievement focuses on optimal student performance in cognitive learning and the basic skills. This definition is reconfirmed in this study. In this study as well as in the previous studies, achievement was measured through both the subjective measure of student grades and the objective measures of a standardized achievement test (SRA or ITED scores) with few differences in the findings between studies and measures. Achievement remains as one of the goals of the school-community relations programmatic model even though it shows a weak relationship with school-community relations.

Support. The goal of support is the willingness of citizens to politically and economically back the school as an institution. In this study, as well as in the Raskas study, the emphasis in the definition has been placed on the economic aspect of support. The usefulness of this emphasis has been reconfirmed in this study. The Raskas study, which introduced this variable, left unanswered the meaning of support as the contribution of political resources. While this question still remains open, when support is defined as an economic measure, its meaning and intent is clear to parents. The meaning and intent is also clear to students but the process of imagining how they would vote on a referendum is difficult, especially for the fifth grade student. All groups expressed a desire to know the reason for needed economic support and indicated that the issue would determine their vote. For example, a request through referendum for economic resources to repair buildings would evoke a different response and vote than if a request was made for a new swimming pool or high school arboretum. Thus while the concept of support is clear to all groups and is an important concept, more information about the types and purpose of economic support is needed for an accurate measure of parent and student perceptions.

Legitimacy. The goal of legitimacy is the acceptance of the school's decision-making capability, rightfulness to exercise authority, and trust in the validity of the school's mission. This definition is reconfirmed in this study. Parents and students see legitimacy as separate from support and the other variables of effective school-community relations. Legitimacy is a goal that has no specific acts or events to denote its presence. Even though concrete evidence for legitimacy does not exist, it becomes a part of parent and student attitudes toward the school and is still identified by all groups as an important dimension of effective school-community relations.

Effective School-Community Relations. The goal of effective school-community relations was not included as one of the original goals of school-community relations. It is defined here and in the Raskas (1979) study as a goal of the home-school-community relations model. It provides for the general level of relationship among members of the school and community toward the school-community relations program and the school as a whole in periods of normality and in absence of crisis. Effective school-community relations is the overall measure of the status of the school-community relations program.

Theoretical Conclusions

The theoretical conclusions of this study considered the variables of effective school-community relations, achievement, legitimacy and support. The conclusions were based on the findings from five research sites and two student groups. Rural Village was a rural area of families predominantly of lower to middle income. Suburban Homes represented a middle to upper middle income suburban community. City School was a lower income Black community located in a major industrial city. Small Town was an example of a small middle-income community which provided four group respondents for this study: elementary parents, elementary students, secondary parents, and secondary students.

Effective School-Community Relations

The variable of school-community relations was considered in three research questions. The first research question focused on the relationships among the five variables of effective school-community relations (communication, involvement, participation, resolution, and access). Research question two looked at the relationship of the four variables of school-community relations and the fifth variable of access. Question three examined the relationship between the five variables and effective school-community relations.

Relationship Among the Variables. Research question one looked at the relationships among the five variables of effective school-community relations. The variables of involvement, communication, participation, and resolution were found to be independent variables, conceptually independent terms, and measurement of different phenomena within the school. While some correlations did exist, only four were correlations of variables not involving access, and three of these occurred for Big City. Big City is the deviant case where correlation were found for all variables except access. The fact that this school had a high level of activity in all process areas may explain the inter-relationship of these variables.

The variables of involvement and participation were found to be independent variables and conceptually distinct terms. Big City is the only case where involvement was correlated with participation. In all other instances no relationship was found between the terms. Thus the interchangable use of these terms within the literature should be questioned and their use as independent concepts within the school-community relations' framework was reconfirmed.

The exception is the variable of access. Access correlated once with participation, three times with resolution, and three times with communication. All variable correlations with access in this question occurred with parent or student groups from Small Town where access seemed to be no problem. Thus, the independence of variables and their importance in terms of school-community relations may differ from school to school as communities themselves differ or as building site, grade level or group (elementary, secondary) differ.

Relationship Between The Four Variables and Access. The second research question looked at the relationship between the variables of communication, involvement, participation, and resolution, and the variable of access. In all but three cases (Big City and the two student groups) resolution accounted for most of the variance explained of access. Therefore, it can be said that for secondary and elementary parents, problems and concerns may be dealt with only in light of accessability within the school. Big City provided the only parent group that is the exception to this generality. This demonstrates the fact that in terms of school-community relations, and in terms of reasons for accessability, differences may occur from school to school and community to community. While Big City gave the parents a very high degree of accessibility through the other processes of the school-community relations program, the physical proximity of the student to this school gave them constant accessibility. For secondary students and Big City communication was linked to access, while involvement was the link to access for the elementary student group. Thus for the groups for whom accessibility of the school and staff is not a fundamental part of day-to-day life, access becomes reconfirmed by the parent seeking a resolution to problems or conflict. When accessibility is a visible part of life, no linkage with resolution may exist, and the importance of other variables may be allowed to become evident.

Relationship Between the Five Variables and Effective School-Community Relations. The third research question examined the amount of variance explained for effective school-community relations by the five independent variables of communication, involvement, participation, resolution, and access. In all but three cases, (Suburban Homes and the two student groups) communication accounted for the variance of effective school-community relations. For Suburban Homes, where there is an emphasis on parent involvement activities, and for Small Town secondary students, where involvement is the important part of daily life at the school, the ongoing level of involvement has either become a more important process for these groups than communication or has become a vehicle through which a high level of communication occurs. For elementary students resolution becomes the important variable, a pattern unique to this group and for which any explanation seems inconsistent. Thus the manner in which parents view their school's school-community relations program is largely a function of communication (one-way or two-way). No relationship is evident between any particular involvement activity and effective school-community relations. Except in cases where involvement patterns were a large part of the activity within the school, communication also acts as the intervening variable between the other four variables and effective school-community relations. The difference between schools or groups again becomes evident as the school-community relations variables most influencing parental behavior are different from the variables influencing student behavior.

Achievement

The variable of achievement was considered in three research questions. Research question four looked at the relationship of the five variables of school-community relations and achievement. Research question eight looked at the correlation between legitimacy and achievement while question eleven examined support and achievement.

Relationship Between Five Variables and Achievement. This question looked at the amount of variance explained of student achievement by the five independent variables of access, communication, involvement, participation, and resolution. In three of the nine cases (Rural Village, Big City, and Small Town Elementary students) resolution predicted student achievement while in four cases, the results were found to be inconclusive. The lack of findings in these cases (Suburban Homes, Rural Village and Suburban Homes combined, Small Town elementary parents, Small Town secondary students) indicate that other factors outside of school-community relations accounted for student achievement or that parental influence on grades occurs outside of the dimensions examined in this study. For Small Town secondary parents and the Small Town combined group, access explains the variance of achievement. Also for these two groups, in research question two, resolution is the determinant variable accounting for 52 percent and 32 percent of access respectively. With this high relationship of access and resolution for the two groups, access is not a variable to school-community relations, resolution may become the predictor of achievement. Thus while the findings are mixed and inconclusive regarding the variables which relate to student achievement, the variable which relates most closely is the variable of resolution. Resolution accounts for less than 15 percent of the variance, but is a significant variable and does function as an intervening variable.

Relationship Between Effective School-Community Relations and Achievement. Research question five looked at the relationship of effective school-community relations to student achievement. For all groups, except secondary students, little or no relationships were found between effective school-community relation and achievement.

Small Town secondary students showed a moderately low correlation in five achievement measures at a .05 level of significance. For secondary students, involvement is the determinant variable of effective school-community relations and is also the most frequent and consistent predictor of achievement (even though findings were inconclusive for research question four) and was found to be the intervening variable. Secondary students provide a deviant case where it can be said that a variable of a school-community relations program, (involvement) may be a strong enough variable to link effective school-community relations with student achievement. For all other groups, there is little or no relationship between effective school-community relations and student achievement.

Relationship Between Legitimacy and Achievement. This question looked at the relationship between different measures of student achievement and legitimacy. The findings indicatedlittle or no relationship between a sense of institutional legitimacy and student achievement. Secondary parents present a deviant case with a moderately low correlation at a statistically significant level. This finding is similar in pattern to research question seven which shows that secondary parents are the only group to highly relate effective school-community relations programs with their feelings of trust in the school (legitimacy). Thus secondary parents' trust in the school as an institution may be at least partially determined by an effective school-community relations program and also by their childs' achievement level. For all otherparent and student groups their trust and acceptance of the school is not affected by student academic achievement levels.

Relationship Between Support and Achievement. Research question eleven looked at the relationship between support and the different measures of student achievement. Little or no correlation was found between support and achievement levels. The Small Town secondary parent group is again the exception with a moderately low correlation at a statistically significant level. This is not a substantial finding but does indicate their difference as a group apart from the elementary parent groups. It also indicates that a link between support and student academic achievement may exist at the secondary level. This link may partially be seen in question four which (for secondary parents) uniquely correlates access with achievement. It may be speculated here that when students achieve they are also more involved (involvement in this question is an influence on five achievement measures for secondary students). When the student becomes more involved through activities at the high school, the school becomes more accessible to the parent as the parent may also become more involved. A secondary parents' communication, participation and involvement activities are usually those of the student. A parent may become a part of their childs' activity in band and athletic events, etc. With this increased activity within the school, the parent has an opportunity to see the resources and needs of the school and therefore may be more willing to provide economic support for the school at the time of a referendum. This link is a long one, but evidence in the findings and in the interviews indicate its presence. For all other parent and student groups this link is not present and little or no relationship exists between student academic achievement levels and support of the school.

Legitimacy

The variable of legitimacy is considered in three research questions. Research question six looked at the relationship of the five variables of effective school-community relations. Research question seven looked at the relationship between support and legitimacy.

Relationship Between Five Variables and Legitimacy. Research question six looked at the amount of variance explained by legitimacy by the five independent variables of communication, involvement, participation, resolution, and access. In five of the eight cases, communication was the primary predictor of legitimacy. Resolution is the strongest predictor for Small Town secondary students, access best predicts for Small Town elementary students, and involvement for Suburban Homes. Except for the student groups, these findings are consistent with the results of research question three which looked at the amount of variance explained of effective school-community relations by the five independent variables. While communication is the primary predictor of legitimacy for all parent groups (except Suburban Homes) it is also the primary predictor of effective school-community relations for these groups. For Suburban Homes involvement is the predictor of legitimacy and effective school-community relations. For this group involvement is an important part of parent life at the school and is heavily associated with understanding the school-community relationship at Suburban School. Therefore, unless the school has an extensive involvement program, how elementary and secondary parents view the school (effective school-community relations and legitimacy) is largely a function of communication (one-way or two-way).

Path analysis indicates that communication and involvement are intervening variables for elementary and secondary parents in both research questions three and six. Therefore, it can be said that for elementary and secondary parents communication (involvement for Suburban Homes) should best represent the day-to-day interactions of the parents and the school if parents are to perceive an effective school community relations program and have trust in their school. Isolated incidents, such as with resolution, or individual involvement or participation activities seem to have no effect on perceptions of legitimacy or effective school-community relations.

Relationship Between Effective School-Community Relations and Legitimacy. Research question seven looked at the relationship of effective school-community relations and legitimacy. In all cases, except for Small Town elementary students, a moderately high to high relationship was found at a .01 level of significance in all cases. For elementary students, inconsistent patterns in responses become more evident. Conceptual difficulties with terms may be a cause for the deviant findings. For all other groups, however, the high relationship is consistent with earlier findings. Legitimacy is a goal of school-community relations and thus should show a high relationship to the rating of effective school-community relations. Parental trust and acceptance of the school is a product of an effective school-community relations program which we find in research question three is largely a function of communication. Thus, legitimacy, effective school-community relations, and communication may form a critical triangle of variables for elementary and secondary parents.

Relationship Between Support and Legitimacy. Research question twelve looked at the relationship between support and legitimacy. For Rural Village and Small Town elementary students little or no relationship was found. In four of the eight cases, a moderately low relationship is evident. The only moderately high correlations occur for Small Town secondary parents and for Suburban Homes. For both of these groups, the same variable is the best predicting variable in research question three, six, and nine. For Suburban Homes involvement consistently predicts the most variance of effective school-community relations, legitimacy, and support, while communication functions in the same way for Small Town elementary parents. Thus for Suburban Homes, the key role of involvement may be the determining factor towards understanding the relationship between legitimacy and support and also may be the determing variable of school-community relations. Communication takes the same key role for secondary parents. Both these variables serve to inform the group of the schools' needs and programs, increase their willingness to support the school economically, and increase their trust in the school as an institution. For all other groups, trust and acceptance of the school is not related to their support of the school.

Support

The variable of support was considered in two research questions. Research question nine looked at the relationship of the five variables of effective school-community relations and support. Research question ten looked at the relationship of effective school-community relations and support.

Relationship of Five Variables and Support. This question looks at the amount of variance explained of support by the five independent variables of communication, involvement, participation, resolution, and access. In four of the eight cases involvement best predicts the variance of support and in two cases communication predicts the variance. Resolution is the critical variable for Small Town elementary parents and participation for the elementary students. These findings are mixed and inconclusive. Therefore, it may be concluded that economic support is dependent upon any process variable that brings the parents into the school or best acquaints them with the physical resources that are necessary for the school's program. It could also be concluded that none of the variables of effective school-community relations have a totally significant effect on economic support, but that the willingness of the parent to contribute financially to the school is dependent upon variables outside of the school-community relations program.

Relationship of Effective School-Community Relations and Support. Research question ten looked at the relationship of effective school-community relations and support. While no consistent findings were evident, all relationships but one were absent, low, or moderately low. Secondary parents present the deviant case where a moderately high relationship becomes evident between effective school-community relations and support. This parent group uniquely links their perceptions of effective school-community relations with their public support of the school, and perceptions of effective school-community relations and support with the independent variable of communication. Thus, communication, support, and effective school-community relations are highly interdependent for secondary parents. Communication is an important process variable for this group. While involvement plus participation opportunities and even resolution processes are limited by the secondary students, the secondary parents' view of the school is almost wholly determined by communication. Other groups show a moderate relationship which indicates that there may be a relationship between support and an effective school-community relations program, but that other variables outside of the school may account for a parents' willingness to economically back the school.

Models for School Community Relations

This study has examined the components of the home-school-community relations programmatic model. This study is the third in the series of the Wisconsin project to develop and refine a model to explain school-community relations. The following discussion will look at the original and revised models, a proposed model based upon the theoretical conclusions, and a set of alternative models and paradigms.

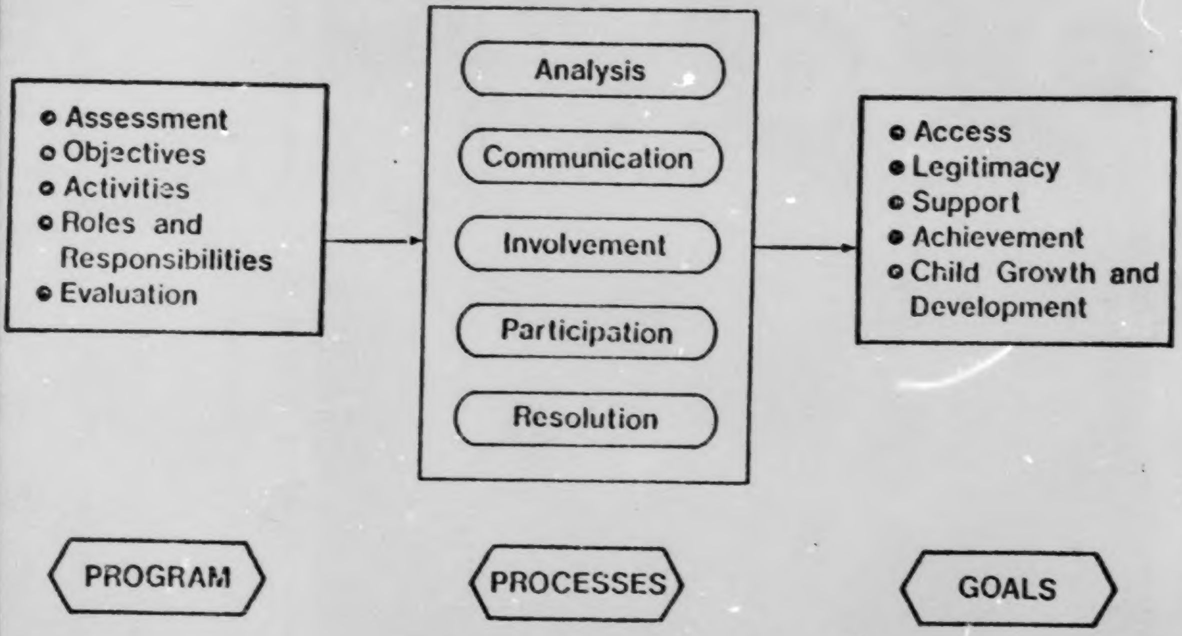
Original Model (Big City)

The original model for home-school-community relations (Figure 6-1) is composed of programmatic elements including assessment, objectives, activities, roles and responsibilities, and evaluation. The processes include analysis, communication, involvement, participation, and resolution. The goals include access, legitimacy, support, achievement, and child growth and development. As Bartels (1978) stated, "The goals of the model are the desired outcomes of a home-school-community relations program in which elements are defined and interaction processes are utilized".

Revised Model (Suburban and Rural)

The revised model (Raskas, 1979) is composed of program elements, primary processes, secondary processes, institutional goals, and student goals (Figure 6-2).

HOME - SCHOOL - COMMUNITY RELATIONS MODEL


Assessment
Objectives
Activities
Roles and Responsibilities
Evaluation
Analysis
Communication
Involvement
Participation
Resolution
Access
Legitimacy
Support
Achievement
Child Growth and Development
PROGRAM
PROCESSES
GOALS

Developed by B. Dean Bowles, ~~Marvin J.~~ Fruth, Lois I. Bartels, M. Lynn Karges, and Hillel I. Raskas. Home-School-Community Relations Project, Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin, 1976.

Figure 6-1. Home-school-community relations model.

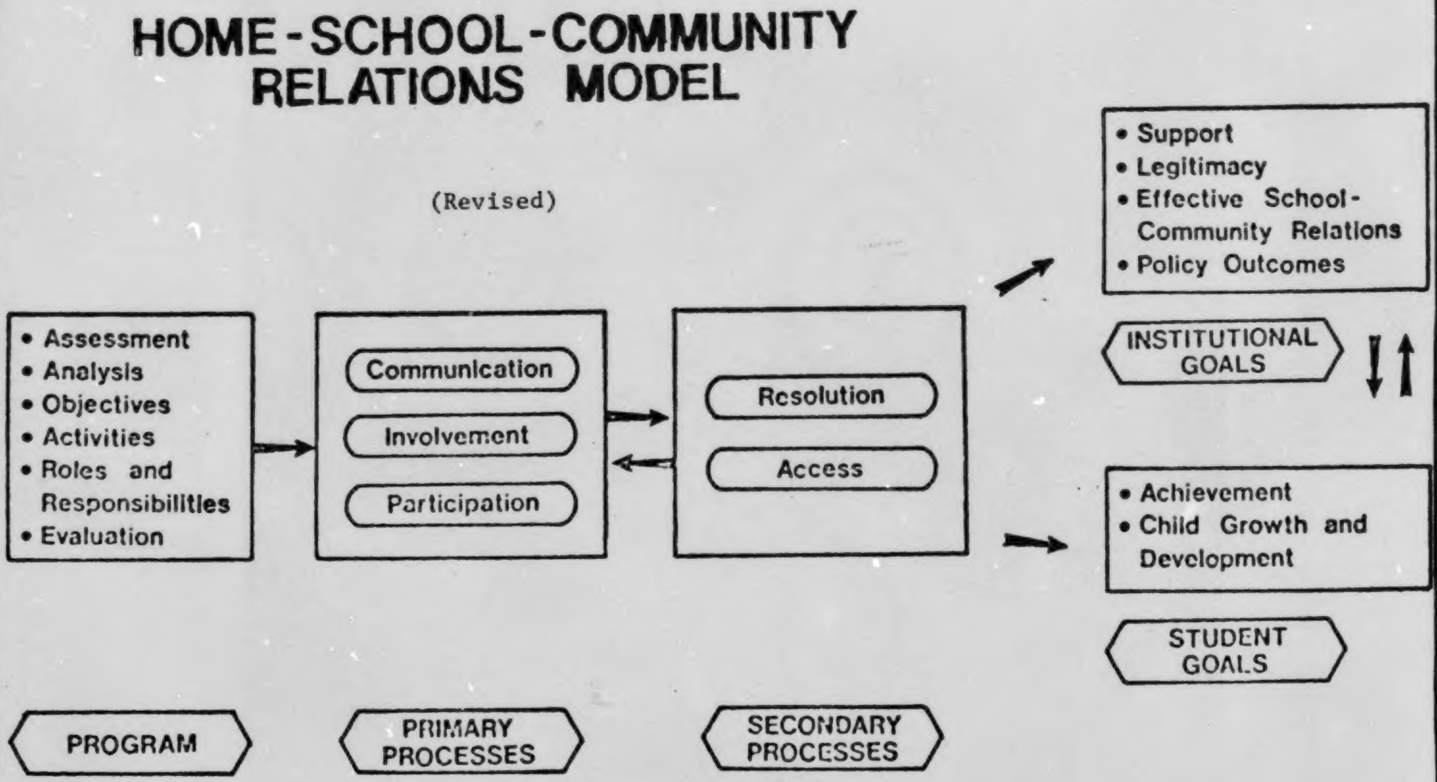

HOME-SCHOOL-COMMUNITY RELATIONS MODEL
(Revised)
• Assessment
• Analysis
• Objectives
• Activities
• Roles and Responsibilities
• Evaluation
PROGRAM
Communication
Involvement
Participation
PRIMARY PROCESSES
Resolution
Access
SECONDARY PROCESSES
• Support
• Legitimacy
• Effective School-Community Relations
• Policy Outcomes
INSTITUTIONAL GOALS
• Achievement
• Child Growth and Development
STUDENT GOALS

Figure 6-2. Home-school-community relations model.

Program. The programmatic elements include all those of the original model except for the addition of analysis. Analysis in this revised model is an activity undertaken by the school staff members and is not a process used by parents.

Primary Processes. The primary process components include communication, involvement, and participation. These processes describe the interactions that take place on a day-to-day or regular basis among members of the school community. Raskas (1979) believed these processes were first considered by parents as the identifiable aspects of a school-community relations program.

Secondary Processes. The secondary process component includes resolution and access. Raskas (1979) separated these processes as they represent interactions that take place most often when some stress is evident in the school-community relationship and when critical incidents are more likely to occur. Resolution and access were treated together as an important dimension of the problem-solving process. Raskas believed that the primary and secondary processes interact in a two-way relationship.

Institutional Goals. The institutional goals component includes the goals of support, legitimacy, effective school-community relations and policy outcomes. These last two variables were added with the Raskas study. Effective school-community relations covers the general feeling of parents toward the school-community relations program and the school as a whole in periods of low stress or an absence of crises. The goal of policy outcomes suggests a need to address the role of parents in the formulation of educational policies on a school-wide basis.

Student Goals. The component of student goals includes the two goals of student achievement and child growth and development. These two goals continue to be the reasons why the school exists. Raskas believed that the two goals components operate in a two-way relationship, each assisting in the attainment of the other.

Proposed Model (Small Town)

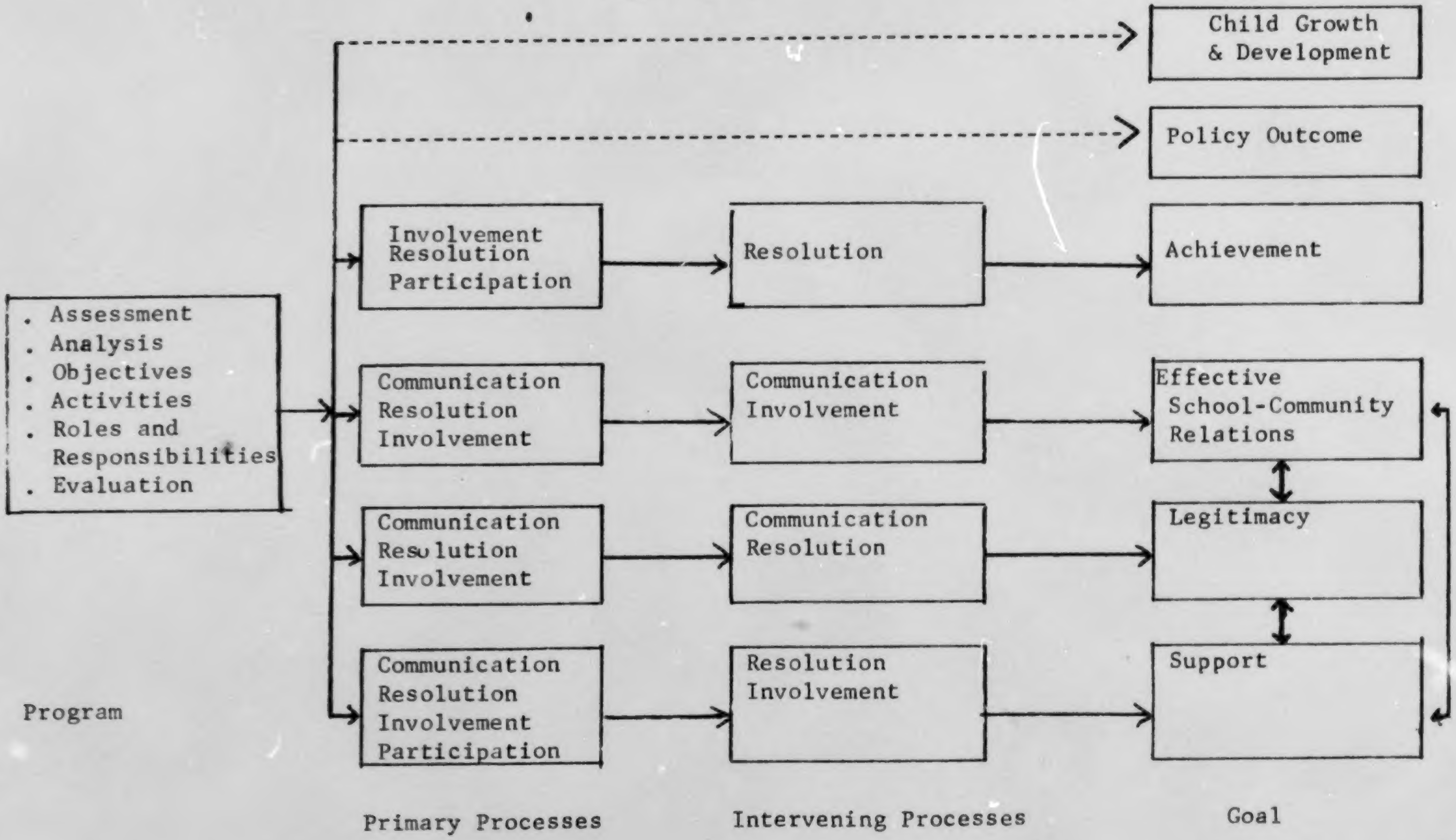
Using the results of the data analysis from all three studies, a new model is proposed (Figure 6-3). The purpose of the proposed model is to more accurately reflect the programs, processes, and the goals of school-community relations based on the theoretical conclusions of this study. The four components include program elements, primary processes, intervening processes, and desired goals.

Program. The program component contains the elements of daily or weekly activities that occur when developing and implementing a school-community relations program. The elements of the original model (Ingram, 1978) are included along with the addition of analysis from the Raskas (1979) study.

Primary Processes. The primary process component includes communication, involvement, participation, and resolution. The primary variables are the process variables most important for the attainment of the desired goal. Because this variable varies from group to group, different variables may represent each group.

Home-School-Community
Relations Model
(Proposed)

Figure 6-3


Child Growth & Development
Policy Outcome
Involvement Resolution Participation
Resolution
Achievement
. Assessment
. Analysis
. Objectives
. Activities
. Roles and Responsibilities
. Evaluation
Communication Resolution Involvement
Communication Involvement
Effective School-Community Relations
Communication Resolution Involvement
Communication Resolution
Legitimacy
Communication Resolution Involvement Participation
Resolution Involvement
Support
Program
Primary Processes
Intervening Processes
Goal

Developed by B. Dean Bowles and Charlotte Oinonen

Raskas divided these processes into primary and secondary processes based on frequency of occurrence on the proposition that the primary processes are first considered by parents as the identifiable aspects of a school-community relations program. The findings of this study, however, indicate that any of these variables may be the first considered by parents or students or may then occur on a day-to-day basis. All these variables are conceptually independent terms and important processes of an effective school-community relations program. The variable of access, however, has been omitted as a process variable from this model. It is interdependent upon several other process variables and is not useful as a concept in the school-community relations model.

Intervening Processes. The intervening process component includes the variables of communication, involvement, and resolution. The intervening process variables are the intervening variables found as a result of path analysis. Different variables may represent each group and may also influence the degree of relationship between the primary variable and the goal.

Goals. The goal component includes the goals of the original model: legitimacy, support, achievement, and child growth and development. Access is not included as a goal of the study. While access was originally used as a goal element, it was changed in the Raskas study to a process variable based on the Bartels (1978) and Ingram (1978) studies and their experience using this variable. The new goals of the Raskas revised model have also been included:

effective school-community relations and policy outcome. The importance of effective school-community relations in terms of parent and student perceptions and the strong relationship found of the process variables to this goal reconfirms its presence in the revised school-community relations model. Raskas suggested a need to address the goal of policy outcome and the role of parents in the formulation of educational policies on a school-wide basis. This goal was not considered in this study but would be recommended as a topic for future research.

Institutional and student goals are not separated in the proposed model, as in the Raskas model, because all goals are considered as important outcomes of a school-community relations program. Two-way relationships may not exist between the institutional goals and the student goals. Institutional goals may not assist the attainment of student goals as policy outcome may even hinder student outcomes. Thus, this model indicates the independence of the goals and the importance of each as the environment and the school determines their place in the school-community relations program. Program and process elements follow separate paths to each desired goal. Effective school-community relations, legitimacy, and support interact with each other. This interaction shows the tendency of one goal to have some influence on the other. This interaction process is only relevant for the three goals mentioned.

Alternate Models

The proposed model for home-school-community relations represents all the elements contained in a school-community relations program. To expand upon the proposed model allows for different communities and buildings with different goals and target publics to adopt an effective school-community relations program suited to their needs. The findings of this study and the previous one indicate a need for multiple models based on the desired goals of the school-community relations program and on the publics addressed. Figure 6-3 presents a model of the general plan for interpreting the results of the study. Tables 6-3 to 6-6 describe these elements in more detail.

The tables here are drawn from the Raskas study but include several changes. First is the determination of the desired goal or outcome. This decision most often is made by the administrator but could also include teachers or community members. Once the desired goal has been established for the school-community relations program, the next step requires a determination of the target public or publics. These groups include elementary parents, secondary parents, elementary students, and secondary students. This step is a critical one because the process variables most important for the attainment of the goal may vary from group to group. When the desired goal and the desired target public has been determined, the identification of sufficient, necessary, and intervening variables leads to goal attainment. Sufficient variables are those variables which may lead to goal attainment. They are not key process variables but have been found through

Alternate Models
Home-School-Community Relations

Table 6-3

Student Achievement

Determine Target Population	Sufficient Variable	Necessary Variable	Intervening Variable	Attainment of Goal
Elementary Parents	Resolution	Participation	--	Student Achievement
Elementary Students	--	Resolution	--	Student Achievement
Secondary Parents	--	--	--	Student Achievement
Secondary Students	Involvement		--	Student Achievement

Alternate Models
Home-School-Community Relations

Table 6-4

Effective School-Community Relations

Determine Target Population	Sufficient Variable	Necessary Variable	Intervening Variable	Attainment of Goal
Elementary Parents	Involvement [Legitimacy]	Communication	Communication	Effective School-Community Relations
Elementary Students	--	Resolution	--	Effective School-Community Relations
Secondary Parents	[Legitimacy] [Support]	Communication	Communication	Effective School-Community Relations
Secondary Students	[Legitimacy]	Involvement	Involvement	Effective School-Community Relations

Alternate Models
Home-School-Community Relations

Table 6-5

Legitimacy

Determine Target Population	Sufficient Variable	Necessary Variable	Intervening Variable	Attainment of Goal
Elementary Parents	Involvement [Effective school-community relations]	Communication	Communication	Legitimacy
Elementary Students	--	--	--	Legitimacy
Secondary Parents	[Effective school-community relations] [Support]	Communication	Communication	Legitimacy
Secondary Students	[Effective school-community relations]	Resolution	Resolution	Legitimacy

Alternate Models
Home-School-Community Relations

Table 6-6

Support

Determine Target Population	Sufficient Variable	Necessary Variable	Intervening Variable	Attainment of Goal
Elementary Parents	Involvement	Resolution	Resolution	Support
Elementary Students	--	Participation	--	Support
Secondary Parents	[Effective school-community relations] [legitimacy]	Communication	--	Support
Secondary Students	--	Involvement	--	Support

data and interviews to be important because of one of the following: (a) a strong influence on parental perceptions in one or two cases, (b) a secondary influence on many of the nine cases, or (c) a secondary influence on a specific public. Goal variables, indicated in brackets (Tables 6-4 to 6-6), are those goals closely associated with the desired goal. While not process variables, their influence on the outcome of the desired goal must be considered. The next column represents the necessary variables. These variables are key processes for goal attainment. Necessary variables may be a determinant, critical, or important variable. The fourth column lists the intervening variables for each group. The intervening variables are those identified with path analysis as having an intervening effect upon the influence of the necessary or sufficient variables on the desired goal. The attainment of the goal is a result of target population determination and application of programs identified with sufficient, necessary, and intervening variables.

Model for Student Achievement. For the goal of student academic achievement four models are identified. For elementary parents the model stresses the process of participation even though findings are inconclusive. Resolution becomes the sufficient variable because of its significance in the cases of Big City and Rural Village. Thus if the goal is student achievement and the target population is elementary parents, the variables of participation and resolution should be considered for goal attainment. The elementary student model stresses resolution. If the goal is student achievement and the target population is the elementary student the only likely variable to consider is the process of resolution. While the secondary parent charts in Chapter IV show access to be an important variable, it is not a variable to be included in the model development because of its interdependency with other variables. Until further resaearch is done, no process variables exist for secondary parents. The secondary student model indicates no necessary variable, but does indicate that involvement is a sufficient variable. While findings were statistically inconclusive, involvement consistently showed some importance in data results. Therefore, the goal is student achievement and the target group is secondary students, involvement is the only variable to work with.

Model for Effective School-Community Relations. For the goal of effective school-community relations four models are identified. These models reflect the perception of parents of the school when a stable situation is in effect. For both elementary and secondary parents the process variable of communication is stressed and also acts as the intervening variable. The findings indicate that for elementary parents involvement is a variable with some effect on effective school-community relations. Goal variables that have a relationship to the desired goal are indicated in brackets. Because of this interrelation this goal variable should also be considered in the program. Thus, for elementary parents, if the goal is effective school-community relations, and the target group in elementary parents, communication should be stressed and involvement and legitimacy considered in goal attainment. For secondary parents, the model stresses communication and allows for consideration of the goal variables of legitimacy and support. The elementary student model stresses only resolution. If the goal is effective school-community relations and the target public is elementary students, then the process variable that may lead to goal attainment is resolution. If the goal is effective school-community relations and the target public is secondary parents, the key variable is resolution and related goal variables are legitimacy and support. The model for secondary students shows that the necessary and intervening variable is involvement. The goal variable of legitimacy may be considered when desired goal attainment is wanted. With the desired goal of effective school-community relations and secondary students as the target public, involvement is the key process variable. Legitimacy and its relationship to the desired goal should also be considered.

Model for Legitimacy. For the goal of legitimacy, four models are proposed. For elementary parents the model stresses the process of communication while involvement may also be considered in some instances. The model also indicates a strong relationship with effective school-community relations which is another institutional goal that could have an impact upon not only elementary parental perceptions of legitimacy but also secondary parent and student perceptions. For secondary parents support may have a similar effect while communication is the process stressed in that model. If the goal is legitimacy and the target public is elementary parents, the process variable of communication may be the key for goal attainment while involvement and the goal variable of effective school-community relations should be considered. If the goal is legitimacy and the target public is secondary parents, the process variable of communication is the necessary variable and the relationship of effective school-community relations and support to the desired goal should be emphasized. The model for elementary students indicates that no process or goal variable has a greater affect than any other on the attainment of the desired goal of legitimacy. The secondary student model indicates that resolution is both the necessary and intervening variable. Effective school-community relations is a related goal variable for this group. Thus, if the target public is secondary students and the goal is legitimacy, the process variable of resolution is stressed but the goal variable of effective school-community relations is considered. The model for secondary parents is similar to that of elementary parents and both are similar to their models for effective school-community relations.

Model for Support. The model for support is defined by the question "Would you vote for a referendum which would benefit the school?" Four models are proposed for this goal. For elementary parents the process variable of resolution is stressed, but the variable of involvement may also be considered. If the goal is support and the target public is elementary parents, the process goal of resolution should be stressed while involvement may also affect goal attainment. The elementary student model looks at participation as the important variable while the variable stressed for secondary students is involvement. If the target public is elementary students and the goal is support, participation is the key variable. If the target public is secondary students and the goal is support, involvement is the key variable. The model for secondary parents has communication as the necessary variable. The institutional goals of effective school-community relations and legitimacy may also have an impact on secondary parental perceptions of support.

Summary. The multiple models offer the necessary, sufficient, and intervening variable for each desired goal and for each group considered to be the target public involved in attaining that goal. While more than one group may be considered at a time as a necessary part of the school-community relations program, different variables may be the key to attainment of that goal for each group. Other processes to be considered as more important than other variables are also included, as are other closely related goal variables for that group. Each model is different for each group and goal and stresses the importance of a well planned program of a school-community relations.

Recommendations for Research

The recommendations for research come from the proposed model development, experience associated with the Wisconsin Projects' studies, the application of statistical analysis to the variables, and the overview of other research being done in the field. Suggestions are included for renewed research concerning the multiple models, process variables, and goal variables.

Multiple Models

The proposed home-school-community relations model visualized the six process paths to the six goals of school-community relations. Each section of the path will be discussed in terms of future research in relationship to this model development. Other suggested research will be included in these sections: process variables and goal variables.

Program. As described earlier, the program component contains the elements of daily or weekly activities that occur when developing and implementing a school-community relations program. While the program is a part of any selected process or goal, the relationship of the activities to the process or goal may be examined. One inservice for teachers on resolution and problem-solving techniques may not be sufficient to help achieve goal attainment. One excellent communication program, on the other hand, may readily enhance a positive parental perception of effective school-community relations. Thus, quality, quantity, and choice of program may be examined in relation to goal achievement. Research should also take a look at what program elements are best suited for each target public and how the suitable target public may be determined. Questions may be asked as to how one target public opinion may affect another and if these effects are positive or negative ones. It has been determined through this research that no 'one' activity affects a parents' perception of the desired goal. It must also be determined then, through future research, what part and amount of the program element will affect a parents' or students' perception of the desired goal.

Primary Processes. The primary processes for each group are those 'determinant', 'important', or 'critical' variables found through the use of regression analysis. These processes have been identified as the key to goal attainment. Research is needed to test this assumption. Will communication alone affect perceptions of effective school-community relations or will a combination of communication and involvement? Each key variable needs to be examined alone and in combination with the target public and the desired goal.

Intervening Processes. The intervening processes are the intervening variables found through the use of path analysis. While most process paths do not include an intervening process variable, the use of this variable should be studied. How much do the intervening processes influence the effects of the primary processes? This question needs to be answered?

Goal. Research suggestions for the individual goals are discussed in the next section. However, several research suggestions are relevant to the goals within model development. Clearly the inter-relationship of the three goals of legitimacy, support, and effective school-community relations needs to be studied. How does each influence the other and is the relationship truly reciprocal? Study into the goals of child growth and development and policy outcome may uncover further inter-relationships between goals.

Any proposed model development is speculation based on research data. Future case study application of the program, primary processes, and intervening processes in relation to a specific target public and goal would reveal the accuracy of the model itself. A nationwide study using a similar design and methodology would be necessary to substantiate any previous findings.

Process Variables

Suggestions for research on the variables of resolution, participation, involvement and communication deal with both conceptualization and theory. The variable of access is found to be an indistinct conceptual term and should be omitted for the home-school-community relations model on any further research.

Resolution. Further research with this variable can be done in several areas. It is possible that achievement at the elementary level could be further investigated using the process of resolution and the critical incident questionnaire revised to formally include the level of satisfaction. This avenue was begun in the Raskas study but was not extended to this study. Is the manner in which the problem is solved more or less important than the actual solution itself?

Another area in which the variable of resolution may possibly have an affect is the dropout rate of secondary students. The increased number of students dropping out of secondary schools should be examined in terms of the school-community relations variables. Resolution is linked to secondary student perceptions of legitimacy, their trust in the school and their acceptance of the school as a place where they should be. Is resolution a factor in student dropouts or do other variables affect the dropout rate?

Participation. The process variable of participation is one of the least important variables of an effective school-community relations program as indicated by its seldom appearance as a critical, important, or determinant variable for any group. While resolution can deal with decision-making at the micro-level with parent-teacher-child problems, perhaps the process of participation alone deals with primarily macro-issues. Policy outcome is a goal of the school-community relations model and should be looked at specifically with the process of participation and macro-level resolution issues. With this type of research, a look may be taken at the impact of micro-level issues upon the macro-issues of the school.

Involvement. More research is needed with the secondary school and the students' role in the school-community relations program. The student acting as the intervening variable, is an interesting concept. Involvement is an extremely important variable for this group. Its relationship to secondary student achievement, student support, and student perceptions of effective school-community relations can be further explored.

Communication. The way in which parents view the school at both the elementary and secondary level is largely determined by the variable of communication. Further research can explore the effectiveness of communication techniques within the school and the effect of communication patterns within the community upon an effective school-community relations program.

Goal Variables

Institutional and student goals looked at in the following discussion include those specifically addressed in this study; support, legitimacy, and effective school-community relations. While the studies of the Wisconsin project did not look at the variables of policy outcome or child growth and development, these are not unimportant goals and should be considered as dependent variables in any further research.

Support. The definition of community support for schools used in this study include a measure of willingness to contribute economic resources. With a continuing effort to reduce taxes or to cut school budgets, economic support is most often a questionable resource. The question canbe explored as to what effect a school-community relations program has on the kind of support community members give. This question takes a look at the level of community funded support (i.e. playground equipment or a positive referendum vote). If low perceptions of an effective school-community relations program exists, then perhaps opportunities for community funding are equally low.

Another avenue of this type of research is needed to more fully examine the relationship between an effective school-community relations program and financial support of the school through referendum votes. The support question in this study is asked on purely a hypothetical level. There is a need for an economic breakdown of the respondent. There is a need to know if the person voted in the last election. Who are the frequent or infrequent voters? Negative voters may be the infrequent voters of low income status. 'Yes' voters who are infrequent voters may include the minorities and the young. Thus the question, "Do you vote?" may become a critical one in determining an accurate relationship between school-community relations and support.

Legitimacy. The definition of legitimacy includes both trust in the school and acceptance of its mission. Because trust in any institution may today be questioned, schools may face low perceptions of legitimacy from its public. Several areas of needed research may arise from this variable. What issues correlate most highly with feelings of legitimacy? What effect does an effective school-community relations program have on feelings of legitimacy? Is alientation (lack of trust and acceptance) the single best predictor of negative voting (lack of support)? Does a high degree of trust ever correlate with low support? If so, why? Questions can be asked, but answers are needed for these questions.

School-Community Relations. Effective school-community relations has been discussed in terms of target publics, process variables, and institutional and student goals. While improvements can be made upon these variables, the scope of the study can also be extended. First, a missing given is that it is not known where the schools were before the effective school-community relations program. Is there a more neutral model to which we should look?

Interview schedules can include more information of respondents such as age, number of children, economic status, and voting frequency and behavior. All respondents in the study are students and parents. Different results can be gained by looking at the variables with non-parent groups. What variables would affect their perceptions of legitimacy and support?

Other questions that can be asked within the framework of the study include a count of the number of issues in conflict. How is this number reflected in parental perceptions of effective school-community relations, legitimacy, or support? Such frequency counts can also be made of discipline problems, and drop out rates and their relationship to the five variables of effective school-community relations. Measurements of the amount of involvement or participation of these surveyed can be made to ask further questions. Is there a high correlation between frequency of participation and support in referendum votes? Is there a correlation between frequency of participation and perceptions of an effective school-community relations program? How is frequency of participation related to grade level? What is the meaning of "infrequent"? While secondary students determine what involvement and participation of parents occurs, do they also affect what is funded? Questions can also be asked about the relationship of funded support and frequency on types of involvement. Is funded support more likely to occur through involvement with the child's activity or area of interest? While involvement at the elementary level is school-wide, involvement is activity-wide at the secondary level. How does funded support relate to the type of involvement the parent engages in?

Many questions have been asked of this study and future studies. Many questions now need to be answered.

Implications for Practice

Implications for practice are based upon the statistical analysis of the data, interview notes, and the two case studies. This section includes implications for the two research sites, universities, school districts, school buildings, administrators and teachers.

Small Town Elementary School

Small Town Elementary represents a school attempting to deal with the problems of the community, discipline, the emergence of the working mother, apathy toward PTA meetings, energy conservation, changing enrollments, and tightening of the school budget. At the time of the study the teacher-school board contract dispute was causing a negative impact upon parent perceptions of the school system and teacher staff morale. Based upon the data gathered, several implications can be proposed.

The first implication, drawn from the proposed model, includes an emphasis on those variables leading to the goal of legitimacy. During contact disputes and during new proposed changes concerning energy and economic cutbacks, the school needs to retain parental trust and an acceptance of its mission during change. For the target group of elementary parents, more frequent one-way and two-way communication patterns should be established between the home and school from the administrative level, district level, and classroom level. Elementary school parents need to know what the school is doing and where it is going before acceptance of mission and trust can be established. Oral and written communication can be enhanced with parent involvement programs at the school. Small Town parents favor the all-family events of the elementary school such as open houses, mini-course fair, etc. This type of activity can be utilized to enhance legitimacy and also perceptions of effective school-community relations. While perceptions of effective school-community relations are highly related, the process variables of this model should also be stressed. The important variable in this case again is communication and secondly involvement. Communication is the best predictor of legitimacy and effective school-community relations for Small Town elementary parents and should be emphasized as the process variable for attainment of the goals.

Increased student achievement levels are always a goal of the school. For both parent and student groups the process variable of resolution should be stressed, especially among the staff. Most problems at Small Town elementary occur on a parent-teacher-child basis, usually over grade or discipline issues. In general, the parent feels included in and satisfied with the resolution process, but in-service programs could be a valuable way to sharpen teachers and administrators in conflict resolution skills. Because the parents express a need to know about the problems sooner and a general lack of telephone contact with the teachers, this mode of communication on more frequent, regular intervals should be pursued.

The elementary student should not be forgotten in the resolution process. Often peer problems or academic problems are dealt with first by the teacher. Problems left unresolved may affect achievement levels.

In general, for Small Town elementary school, the institutional goals of legitimacy, and effective school-community relations should include the parent group in a greatly increased communication (one-way or two-way) effort. For the student goal of achievement, resolution processes and conflict reduction skills should be emphasized for teachers working with parents and students.

Small Town Secondary School

Small Town secondary school represents an institution in which students enhance or interfere with any effort at a successful school-community relations program targeted at the parent group. The secondary school faces the special problems caused by a two year teacher-school board negotiation process as well as declining enrollments and budget reductions.

However, the secondary school's biggest problem is adequate communication to the parents. This is an especially important process variable for this group because it determines the parents' total view of the school including effective school-community relations, legitimacy and public support. One-way and two-way communication programs directly to the parent should be stressed on a frequent and regular basis. However, even though telephone contact or after school access to teachers and the building may be made known to the parents, in general it should be remembered that the parent may not come to school unless a problem is evident.

While the school continues to operate during a time when parental support of and trust in the school is of paramount importance, it is also the time when schools are looking at achievement levels. The second implication from the results of this study indicates a new look at the secondary student as an increasingly important public of the school. Not only do they affect their parents' relationship to the school, they also assume some of the parental role in a school-community relations program. Their involvement patterns are unique and their involvement activities may influence not only their achievement levels, their perception of an effective school-community relations program, and their perceptions of legitimacy but also their parents' view of and communication patterns with the school. Student groups that get involved in special areas of interest (such as drama, band, sports, etc.) create mini-school-community relations programs for their parents. With each student interest group, a parent has an opportunity for involvement and participation, a greatly extended communication pattern, and a greater chance for conflict and resolution of problems dealing with that activity. Therefore the secondary school should inform teachers of the importance of the process variable they use within these groups, the unique opportunity to strengthen communication patterns, and the parental view of the school as a whole. Thus while involvement for the secondary student is important for his view of the school it also allows for other process variables to be extended to the parent. Involvement programs may also enhance achievement levels for the secondary students. Small Town secondary school should look primarily to the variable of communication for the parent group, but also to the variable of involvement for the students as a way to build better feelings of trust, a greater willingness to provide an economic support, and a better perception of the school-community relations program.

Small Town elementary school and Small Town secondary school do not have unusual or unique problems. All the issues facing these administrators and this community are similar to those faced elsewhere. But how Small Town handles the division of the community after the teachers contract settlement and how they handle the problem of legitimacy and support during rough economic times, could make Small Town different from the rest. Communication is the critical link to these outcomes. Couple this process with a few involvement programs to further acquaint the parents with the needs and resources of the school, and an adequate sophistication of problem solving techniques at the teacher-parent-child level, and the school will go a long way in reestablishing the link between the home and school, and an effective school-community relations program. An adequate understanding of the community, an identification of influentials and opinion leaders, along with community information networks and an application of the critical process variables community-wide would extend the legitimacy and public support of the school throughout the community of Small Town.

Universities

While theory remains in an important role in the training of administrators, theory can be used in the operation and planning of an effective school-community relations program. An awareness of social systems and organizations and their inter-relationships can be a valuable tool in assessing and analyzing the school. Thus an effective planning and execution of a school-community relations program can be one way to utilize and apply theory. University and college level classes in school-community relations can stress the application of theory from other course work and also stress the importance of each step in the developing of an effective school-community relations program. Administrators and teachers should be encouraged to understand that school-community relations is not just a haphazard series of activities that unnecessarily take up valuable teaching time. Administrators and teachers should be taught to look for and be aware of differences between schools, communities, and publics of the school. An awareness of the multiple goals, the important process variables to consider when striving for these goals, the various program elements available to assist in the process, and an identification of the target public whose perceptions need to be affected, will enhance any school toward goal attainment. An administrator that can achieve an effective school-community relations program, may also achieve the much needed public support and institutional legitimacy so critical today. The prime way of achieving this outcome is for the University to understand their role in this process--a role of leadership in administrative awareness and training.

School Districts

The importance of school-community relations at the building level has been well established in the completion of these three studies. Thus the role of the school district may include communications with the community at large, informing the public of school district policy and issues. Because the parents view of the school system is largely determined by communication, (one-way or two-way) one-way communications with the public at the district level may greatly enhance parental perceptions of the school. The rest of an effective school-community relations program should be left to each building. Programs, needs, and importance of process variables will be different from school to school even within the same community. The school district must be aware of these differences and allow each school to establish its own school-community relations program.

School Building

The practice of school-community relations at the building level has in the past been seen as a set of activities or unrelated events often borrowed as a successful outcome from a neighboring school. With the models presented in this chapter these unrelated, often time consuming, activities can be reviewed as part of an overall school-community relations plan. An evaluation of current programs and goals can help determine where improvements can be made.

Once determining the goal, the administrator, through meetings and inservice programs, can help his staff become a part of the program elements and become aware of the variable processes necessary for attainment of the goal. Members of the entire school staff, aware of their importance in an effective school-community relations program, can be helped to make optimum use of the nonprogrammatic activities and the day-to-day contact with students and parents. These contribute greatly to parental support and trust in the school as a good place for their child to be.

Concluding Comments

An effective school-community relations program has much to offer the school, the students, and the community. With an increased knowledge of the school and its problems, the parents and community may be more responsive to its needs. With a more effective link to the parent and community, the school may be more aware of the level of community caring. Understanding, as enhanced through an effective school-community relations program, may bring the people, the school and the community closer together.

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APPENDIX A

CASE STUDY INTERVIEW PROTOCOL

Case Study Interview Protocol

Name of Respondent____________________________

Address______________________________________

Telephone Number______________________________

* * * * * * * * *

I. Introduction

Who Are You (Interviewer)?

- +Name
- +Refer to Study Affiliation (UW-Madison) (R & D Center)
- +Authorization from both school administration and board of education

Purpose of Interview

- +General: Study on school-community relations, student achievement, and community support
- +Specific: Describe school-community relations at _____ School

Use of Interview Data

- +Description of school-community relations at _____ School
- +Guarantee of Confidentiality
  - +No direct quotations with names
  - +Data reviewed only by researcher

Selection of Respondent

- +School staff members and members of board of education
- +Parents and other school community members who are informed about _____ School

II. Biographical

Who is Respondent?*

+Educational History

+Current Position

Children**

+Current ages and schools

+Previous attendance at _____School

III. Transition to the Interview

Now, I would like to talk with you about school-community relations at _____ School. We'll be talking about such things as communication, involvement, and participation among other things. We'll get into these in greater detail shortly. Please relate your experiences as much as you can with __________School.

---

*If teacher, ask about position in school, length of employment, specific roles and responsibilities for school-community relations.

*Important only if children now attend or have previously attended _____ School.

IV. Communication

First, I would like to talk about communication. By communication I mean either written (notes, letters, school newspapers, report cards) or nonwritten (telephone calls, face-to-face talks) information sent between the home and the school. I would like for you to think about the communication between specific parents and the school and about communication between parents as a whole and the school. Can you tell me about communication at _____ School? *

Substantive Probes**

+letters

+notes

+school newspapers

+telephone

+your child or children

+another adult

+newspapers

+radio

+television

+home visits by school personnel

+clarity

+feedback

+quantity

Procedural Probes

+definitions ("What do you mean by ---?")

+examples ("Could you give me an example of what you mean by ---?")

+differences ("How does _____ differ from what you experienced in another school or place or places?")

+changes (specific dates) (before or after a certain event?)

+is --- should? (Now, what do you think it should be like?)

changes ("How would you like it to be?")

+frequency

+positive

+negative

+improvements ("How could it be improved?")

*If school staff member, emphasize specific roles and responsibilities.

**Obtain specific examples.

V. Involvement***

Second, I would like to talk about parent involvement. By parent involvement I mean giving of time and skills to the school, such as serving on school committees or organizations or working on school activities. Can you tell me about parent involvement at _____School? *

Substantive Probes **

+volunteering (field trips, room parent)

+P.T.O.

+Mothers' Groups

+fund raising activities

+school tax campaigns

+after school activities

Procedural Probes

+definitions (What do you mean by ---?")

+examples ("Could you give me an example of what you mean by---?")

+differences ("How does --- differ from what you experienced in another school or place or places?")

+changes (specific dates) (before or after a certain event?)

+is --- should? (Now, what do you think it should be like?)

+changes ("How would you like it to be?")

+improvements ("How could it be improved?")

---

*If school staff member, emphasize roles and responsibilities

**Obtain specific examples.

***If community member, note community involvement

VI. Participation***

Third, I would like to talk about parent participation. By parent participation I mean the part parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or P.T.O. I would like you to think about the participation of specific parents and the participation of parents as a whole. Can you tell me about parent participation at _____ School?*

Substantive Probes**	Procedural Probes
+P.T.O.	+definitions ("What do you mean by ---?")
+your child or children	+examples ("Could you give me an example of what you mean by ---?")
+School District	+differences ("How does --- differ from what you experienced in another school or place or places?")
+Hiring of school staff	+changes (specific dates) (before or after a certain event?)
	+is --- should (Now, what do you think it should be like?)
	+changes ("How would you like it to be?")
	+improvements ("How could it be improved?")

---

*Emphasize Roles and Responsibilities.

**Obtain specific examples.

***Note community participation

VII. Resolution ***

Fourth, I would like to talk about resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. Setting a student dress code, problems of discipline or settling personal differences with members of the staff are examples of problems needing resolution. I would like you to think about the part specific parents play in resolution and the part parents as a whole play in resolution. Can you tell me about resolution at _____School? *

Substantive Probes **	Procedural Probes
+P.T.O.	+definitions ("What do you mean by ---?")
+Advisory Committees	+examples ("Could you give me an example of what you mean by ---?")
+School District	+differences ("How does --- differ from what you experienced in another school or place or places?")
+initiation	+changes (specific dates) (before or after a certain event?)
+rational decision making	+is --- should? (Now, what do you think it should be like?)
+processes	+changes ("How would you like it to be ?")
	+improvements ("How could it be improved?")

---

*Roles and Responsibilities.

**Specific examples.

***Note community resolution.

VIII. Access***

Next, I would like to talk about access. By access I mean whether parents can go to the school on their own behalf to represent their point of view, concerns or interests or whether there is someone else they can trust, talk with privately or go to for advice to represent their point of view, concerns, or interests in the school. I would like you to think about the access of specific parents and the access of parents as a whole. Can you tell me about access at _____ School?*

Substantive Probes**

- +yourself
- +administrators
- +teachers
- +aides
- +secretary
- +custodial staff
- +school organization member
- +non-school organization member
- +other people

Procedural Probes

- +definitions ("What do you mean by ---?")
- +examples ("Could you give me an example of what you mean by ---?")
- +differences ("How does ___ differ from what you experienced in another school or place or places?")
- +changes (specific dates) (before or after a certain event?)
- +is --- should? (Now, what do you think it should be like?)
- +changes ("How would you like it to be?")
- +improvements ("How could it be improved?")

---

*Specific Roles and Responsibilities.

**Examples.

***Note Community Access.

IX. School-Community Relations

Now that we have talked about school-community relations in its various parts (communication, involvement, participation, resolution, and access) is there anything more you would like to say about school-community relations at _____School which we might not have talked about up to now? By school-community relations I mean the total relationship between the school and the home including communication (written and non-written information), involvement (contribution of time and skill), participation (role in making decisions), resolution (problem solving and reducing conflict), and access (representing a parent's point of view). Is there anything you would like to add to our discussion?*

---

*Emphasize specific activities, roles, and responsibilities.

**Cover programmatic activities, e.g. Christmas and Spring concerts, PTO programs, open house, conferences, advisory committees, use of volunteers, etc.

***Cover nonprogrammatic activities, e.g. positive calls and notes, home and school visits, articles about school in local newspaper, use of school facilities by community, etc.

X. Referrals

Who are some other knowledgeable and informed persons who would be willing to assist in this study and perhaps be interviewed?

Would you be willing to serve as a reference for me to that person by either calling or allowing me to use your name on introduction?

XI. Come-back or telephone contact for additional data needs or for information and clarification.

XII. Follow-up letter of thanks.

APPENDIX B

PARENT INTERVIEW PROTOCOL

PARENT INTERVIEW PROTOCOL
for
HOME-SCHOOL-COMMUNITY RELATIONS

1. Name, Address, and Telephone Number.

____

____

____

Telephone Number__________

2. Introduction of Interviewer and Study.

Who Am I?
Objectives of the Interview and Study
How School was Selected?
How You (Parent) were Selected?
What will be Done with the Results?
How Data will be Used (Confidentiality)

3. Student Data.

Name of Child______________________

Grade of Child______________________

How Long in ____________School?

Other Children at ________School.

____

____

____

4. Transition to the Interview.

Now I would like to talk with you about school-community relations at ________ School. We'll be talking about such things as communication, involvement, and participation among other things. We'll get into these in greater detail shortly. Please relate your experiences as much as you can with ______ and ________ School.

5. Communication

First, I would like to talk about communication. By communication I mean either written (notes, letters, school newspapers, report cards) or nonwritten (telephone calls, face-to-face talks) information sent between the home and the school. I would like for you to think about the communication between you personally and the school and about communication between parents as a whole and the school. Can you tell me about communication at ____________ School?

Substantive Probes

+ letters
+ notes
+ school newspapers
+ school district newspapers
+ telephone
+ your child or children
+ another adult
+ newspapers
+ report cards
+ radio
+ television
+ home visits by school personnel
+ clarity
+ feedback
+ quantity

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ----?")
+ differences ("How does _________ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ frequency
+ positive
+ negative
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of communication, how would you rate the effectiveness of communication at ____________ School? In other words, how good is the communication between you personally and the school and parents as a whole and the school? By communication I mean either written (notes, letters, school newspapers, report cards) and nonwritten (telephone calls, face-to-face talks) information sent between the home and the school.

How would you rate the effectiveness of communication between you and ____________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of communication between parents as a whole and ____________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

6. Involvement

Second, I would like to talk about parent involvement both by you personally and by parents as a whole. By parent involvement I mean giving of time and skills to the school, such as serving on school committees or organizations or working on school activities. Can you tell me about parent involvement at __________ School?

Substantive Probes

+ volunteering (field trips, room parent)
+ P.T.A.
+ Mothers' Club
+ Patrons
+ P.A.C.
+ fund raising activities
+ school tax campaigns
+ after school activities

Procedural Probes

+ definitions (What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ____?")
+ differences ("How does ________differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of parent involvement, how would you rate the effectiveness of parent involvement at __________ School? In other words, how good is parent involvement at __________ School? I would like you to think about both your involvement personally and the involvement of parents as a whole. By parent involvement I mean giving of time and skills to the school.

How would you rate the effectiveness of your involvement at __________ School?

A	B	C	D	U	☐
Excellent	Good	Average	Fair	Poor	
5	4	3	2	1	

How would you rate the effectiveness of parent involvement as a whole at __________ School?

A	B	C	D	U	☐
Excellent	Good	Average	Fair	Poor	
5	4	3	2	1	

7. Participation

Third, I would like to talk about parent participation. By parent participation I mean the part parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or P.T.A. I would like you to think about your participation personally and participation by parents as a whole. Can you tell me about parent participation at __________ School?

Substantive Probes

- + P.T.A.
- + Mothers' Club
- + Patrons
- + P.A.C.
- + your child or children
- + ____________District

Procedural Probes

- + definitions ("What do you mean by ---?")
- + examples ("Could you give me an example of what you mean by ---?")
- + differences ("How does ________ differ from what you experienced in another school or place or places?"_
- + changes (specific dates) (before or after a certain event?)
- + is --- should? (Now, what do you think it should be like?)
- + changes ("How would you like it to be?")
- + improvements ("How could it be improved?")

Now that we have talked about different kinds of parent participation, how would you rate the effectiveness of parent participation at __________ School? In other words, how good is parent participation at __________ School? I would like you to think about your participation personally and participation by parents as a whole. By participation I mean the part parents play in helping to make decisions affecting their child or the school.

How would you rate the effectiveness of your participation at __________ School?

A	B	C	D	U	☐
Excellent	Good	Average	Fair	Poor	
5	4	3	2	1	

How would you rate the effectiveness of parent participation as a whole at __________ School?

A	B	C	D	U	☐
Excellent	Good	Average	Fair	Poor	
5	4	3	2	1	

8. Resolution

Fourth, I would like to talk about resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. Setting a student dress code, problems of discipline or settling personal differences with members of the staff are examples of problems needing resolution. I would like you to think about the part you play in resolution personally and the part parents as a whole play in resolution. Can you tell me about resolution at __________ School?

Substantive Probes

+ P.T.A.
+ Mothers' Club
+ Patrons
+ P.A.C.
+ __________ District
+ initiation
+ rational decision making
+ processes

Procedural Probes

+ definitions ("What do you mean by ----?")
+ examples ("Could you give me an example of what you mean by ----?")
+ differences ("How does ________ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?")
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of resolution, how would you rate the effectiveness of resolution at __________ School? In other words, how good is resolution at __________ School? I would like you to think about resolution by you personally and by parents as a whole. By resolution I mean the way problems are solved and conflict lessened or avoided or differences settled.

How would you rate the effectiveness of your resolution at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of resolution by parents as a whole at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

9. **Access**

Next, I would like to talk about access. By access I mean whether you go to the school in your own behalf to represent your point of view, concerns or interests or whether someone else whom you can trust, talk with privately or go to for advice represents your point of view, concerns or interests in the school. I would like you to think about your personal access and the access which other parents have as well. Can you tell me about access at __________ School?

Substantive Probes

+ yourself
+ administrators
+ teachers
+ aides
+ secretary
+ custodial staff
+ school organization member
+ non-school organization member
+ other people

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does _____ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of access, how would you rate the effectiveness of access at __________ School? In other words, how good is access at _________ School? I would like you to think about your personal access and the access which other parents have as well. By access I mean going to the school in your own behalf or someone else representing you.

How would you rate the effectiveness of your access at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of access by parents as a whole at __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

10. Support

We have spent some time talking about school-community relations at ___________ School. Now, I would like to ask you two more sets of questions about the school. First, I would like to talk about your support for ___________ School. By support I mean how would you vote on a possible tax or bond referendum that would affect ___________ School. This referendum might lead to an increase in your taxes that in turn would lead to an increase in expenditures for _________School. If you had the opportunity to demonstrate your support for ___________ School in this manner, how would you vote? I would like you to think about your support personally and the support by parents as a whole.

Would you personally vote yes on a referendum that would increase taxes in order to support ___________ School?

A	B	C	D	U	☐
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No	
5	4	3	2	1	

Would parents as a whole vote yes on a referendum that would increase taxes in order to support ___________ School?

A	B	C	D	U	☐
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No	

11. Legitimacy

Finally, I would like to talk about the legitimacy of ____________ School. By legitimacy I mean the extent to which you accept the school's capability to make educational decisions about your child or children; the extent in which you believe that the school has the right to exercise authority in areas concerning your child or children; and the extent of your trust in the school as a place where your child or children should be educated. I would like you to tell me your personal view about the legitimacy of ____________School and the view of parents as a whole about the legitimacy of the school.

How would you personally rate the legitimacy of __________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would parents as a whole rate the legitimacy of _________School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor

☐

12. School-Community Relations

Now that we have talked about school-community relations in its various parts (communication, involvement, participation, resolution, and access) and about support and legitimacy at the school, how would you rate the overall effectiveness of school-community relations at ___________ School? I would like you to think about school-community relations between you personally and the school and school-community relations between parents as a whole and the school. By school-community relations I mean the total relationship between the school and the home including communication (written and nonwritten information), involvement (contribution of time and skill), participation (role in making decisions), resolution (problem solving and reducing conflict), and access (you or someone else representing your point of view).

How would you rate the effectiveness of school-community relations between you and ___________School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of school-community relations between parents as a whole and ___________ School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

13. Comments

Is there anything more you would like to say about school-community relations at ____________ School which we might not have talked about up to now?

APPENDIX C

ELEMENTARY STUDENT INTERVIEW PROTOCOL

GRADE SCHOOL STUDENT INTERVIEW PROTOCOL
for
HOME-SCHOOL-COMMUNITY RELATIONS

1. Introduction of Interviewer and Study

   Who am I?
   Objectives of the Interview and Study
   How School Was Selected?
   How You (Student) Were Selected?
   What Will be Done with the Results?
   What Data will be Used (Confidentiality)

2. Student Data.

   Name____

   Address____

   ____

   Telephone Number_________________________________

   Grade____

   How long in______________________________School?

   Brothers or Sisters at____________________School?

   ____

   ____

   ____

3. Transition to the Interview.

   Now I would like to talk with you about your school. We'll be talking about such things as your help in making decisions at school or your involvement in activities among other things. We'll talk about these soon and what you may not understand will be explained. Please tell me about you and your school as much as you can.

Communication

First, I would like to talk about written information sent home: such as notes, letters, school newspapers, and report cards, and about information given to you by telephone or a face-to-face talk. This is called Communication. I would like for you to think about communication between you and the school. Also, think about communication between your room as a whole and the school. How does the school communicate with you and other students?

Substantive Probes

- + letters
- + notes
- + school newspapers
- + telephone
- + another adult
- + newspapers
- + report cards
- + radio
- + television
- + home visits by school personnel
- + conferences
- + bulletin boards

Procedural Probes

- + definitions ("What do you mean by ---?"
- + examples ("Could you give me an example of what you mean by ---?")
- + differences ("How does __________ differ from what you experienced in another school or place or places?")
- + changes (specific dates) (before or after a certain event?)
- + Is --- should? (Now, what do you think it should be like?)
- + changes ("How would you like it to be?")
- + frequency
- + positive
- + negative
- + improvements ("How could it be improved?")

(Summarize)

Now that we have talked about different kinds of communication, how would you rate communication at your school? In other words, how good is the communication between you and the school and your room as a whole and the school?

First, how would you rate communication between you and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Now, how would you rate communication between students in your room and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Involvement

Second, I would like to talk about how you or other students give time, energy or skills to the school, such as by helping teachers or other students, joining clubs or working on school activities. This is called involvement. Can you tell me about student involvement at your school? How do students give time or skills to the school?

Substantive Probes

+ volunteering (helping other students)
+ after school activities
+ school projects
+ school plays
+ concerts
+ helping teachers with preparation or clean-up
+ patrol boy or girl
+ fund-raising projects
+ tutoring

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by____?")
+ differences ("How does ______differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is ---should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

(Summarize)

Now that we have talked about different kinds of student involvement, how would you rate student involvement at your school? In other words, how good is student involvement at your school? I would like you to think about your involvement and the involvement of students in your room.

First, how would you rate your involvement at your school?

A	B	C	D	U	
Excellent	Good	Average	Fair	Poor	☐
5	4	3	2	1	

Now, how would you rate the involvement of students in your room at your school?

A	B	C	D	U	
Excellent	Good	Average	Fair	Poor	☐
5	4	3	2	1	

Participation

Third, I would like to talk about how you or other students in your room help to make decisions that affect you, your room, or your school. This may include decisions about what project you are going to work on, room discipline rules or playground rules. This is called participation. I would like you to think about your help in making decisions, and about your class' help in making decisions. Can you tell me how students help to make decisions at your school?

Substantive Probes

+ dress codes
+ school discipline rules
+ playground rules
+ placement
+ parent participation
+ voting
+ discussions in class
+ classroom
+ committees

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does_____differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

(Summarize)

Now that we have talked about different kinds of participation, how would you rate student participation at your school? In other words, how good is student decision-making at your school? I would like you to think about your help in making decisions and help by students in your room.

First, how would you rate your participation at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Now, how would you rate the participation of students in your room at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Resolution

Fourth, I would like to talk about how you or other students figure out solutions to problems, avoid arguments, or settle differences. This is called resolution. Problems on the playground or settling bad feelings with a teacher are examples of problems needing resolution. I would like you to think about the part you play in problem solving and the part students in your room play. Can you tell me about problem solving at your school?

Substantive Probes

+ talking with teachers or principal
+ guidance counselor
+ parent help
+ homeroom teacher
+ nurse
+ secretary
+ snowballs
+ gum chewing
+ playground
+ gym teacher
+ bus driver
+ recess

Procedural Probes

+ definitions ("What do you mean by ----?")
+ examples ("Could you give me an example of what you mean by----?")
+ differences ("How does ______differ from what you experience in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

(Summarize)

Now that we have talked about different kinds of resolution, how would you rate resolution at your school? In other words, how good is problem solving at your school? I would like you to think about problem solving by you and by students in your room.

First, how would you rate your resolution at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Now, how would you rate resolution by students in your room at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Access

Next, I would like to talk about whether you can come to school to express your ideas, worries or interests or whether someone else (like another student or your parent) can talk privately with someone in the school about your feelings. This is called access. I would like you to think about your access and the access which other students have as well. Can you talk about your concerns or interests (or can other students) with someone in the school?

Substantive Probes

+ yourself
+ administrators
+ teachers
+ aides
+ secretary
+ custodial staff
+ school organization member
+ non-school organization member
+ other people

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does ______differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

(Summarize)

Now that we have talked about different kinds of access, how would you rate the access at your school? In other words, how good is access at your school? I would like you to think about you or other students being able to talk about ideas, concerns or worries with someone at school.

First, how would you rate your access at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Now, how would you rate access by students in your room at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Support

We have spent some time talking about your school. Now, I would like to ask you two more sets of questions about the school. First, I would like to talk about your support for your school. By support I mean how would you vote on a possible tax or bond referendum that would affect your school? This referendum might lead to an increase in your taxes that in turn would lead to an increase in the amount of money spent in your school. If you had the opportunity to show your support for your school in this manner, how would you vote?

Would you vote yes on a referendum that would increase taxes in order to support your school?

A	B	C	D	U
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
5	4	3	2	1

☐

Would students in your room vote yes on a referendum that would increase taxes in order to support your school?

A	B	C	D	U
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
5	4	3	2	1

☐

Legitimacy

Finally, I would like to talk about how much you believe that the school has the right to make decisions about you; and the extent of your trust in your school as a place where you should be educated. This is called legitimacy. I would like you to tell me how you or your classmates feel about your trust in the school.

First, how would you rate the legitimacy of your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

Now, how would students in your room rate the legitimacy of your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

School-Community Relations

Now that we have talked about school-community relations in its various parts, think about all that we've talked about. How would you rate school-community relations at your school? In other words, how good are they at your school? I would like you to think about school-community relations between you and the school and school-community relations between students in your room and the school. By school-community relations I mean the total relationship between the school and you.

First, how would you rate school-community relations between you and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Now, how would you rate school-community relations between students in your room and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Resolution -- Critical Incident

Now that we have gone through the interview on school-community relations, I would like to briefly return to the topic of resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. I would like you to think for a moment of one specific incident or occasion where resolution or problem solving was necessary. Can you tell me about such an incident?

Probes

What were the circumstances that lead up to this incident?
When did this incident occur?
Who was involved?
What part did you play in the resolution process?
What were the immediate results of the resolution process?
Have there been any long-term effects of the incident and its resolution?
Were you satisfied with the manner in which resolution was achieved?

Comments

Is there anything more you would like to say about school-community relations at your school which we might not have talked about up to now?

APPENDIX D

SECONDARY STUDENT INTERVIEW PROTOCOL

HIGH SCHOOL STUDENT INTERVIEW PROTOCOL
for
HOME-SCHOOL-COMMUNITY RELATIONS

1. Introduction of Interviewer and Study.

   Who am I?
   Objectives of the Interview and Study
   How School was Selected?
   How You (Student) were Selected?
   What will be done with the Results?
   What Data will be Used (Confidentiality)

2. Student Data.

   Name______________________________

   Address____________________________
   ____

   Telephone Number____________________

   Grade______________________________

   How Long in ______________School?

   Brothers or Sisters at ________School?
   ____
   ____
   ____

3. Transition to the Interview.

   Now I would like to talk with you about school-community relations at your school. We'll be talking about such things as communication, involvement, and participation among other things. We'll get into these in greater detail shortly and the meaning of terms will be explained. Please relate your experiences as much as you can with your school.

5. Communication

First, I would like to talk about communication. By communication I mean either written (notes, letters, school newspapers, report cards) or non-written (telephone calls, face-to-face talks) information that occurs between you and the school. I would like for you to think about the communication between you personally and the school and about communication between students as a whole and the school. Can you tell me about communication at your school?

Substantive Probes

+ letters
+ notes
+ school newspapers
+ telephone
+ another adult
+ newspapers
+ report cards
+ radio
+ television
+ home visits by school personnel
+ clarity
+ feedback
+ quantity

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ----?")
+ differences ("How does _______ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event")
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ frequency
+ positive
+ negative
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of communication, how would you rate the effectiveness of communication at your school? In other words, how good is the communication between you personally and the school and students as a whole and the school? By communication I mean either written (notes, letters, school newspapers, report cards) and non-written (telephone calls, face-to-face talks) information that occurs between you and the school.

How would you rate the effectiveness of communication between you and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of communication between students as a whole and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

6. Involvement

Second, I would like to talk about student involvement both by you personally and by students as a whole. By student involvement I mean giving of time and skills to the school, such as serving on school committees or organizations or working on school activities. Can you tell me about student involvement at your school?

Substantive Probes

+ volunteering (helping other students)
+ school clubs
+ school dances
+ after school projects
+ helping teachers with preparation or clean-up
+ school plays
+ concerts
+ hall monitor

Procedural Probes

+ definitions (What do you mean by ___?")
+ examples ("Could you give me an example of what you mean by ____?")
+ differences ("How does ______ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?")
+ is ___ should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of student involvement, how would you rate the effectiveness of student involvement at your school? In other words, how good is student involvement at your school? I would like you to think about both your involvement personally and the involvement of students as a whole. By student involvement I mean giving of time and skills to the school.

How would you rate the effectiveness of your involvement at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of student involvement as a whole at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

7. Participation

Third, I would like to talk about student participation. By student participation I mean the part students play in helping to make decisions about themselves on such things as student dress codes or discipline procedures or helping to make decisions about the school through student committees or student councils. I would like you to think about your participation personally and participation by students as a whole. Can you tell me about student participation at your school?

Substantive Probes

- + student committees
- + student council
- + meetings with teachers or principal
- + dress codes
- + discipline procedures
- + school rules
- + lunch room
- + dances

- + definitions ("What do you mean by ---?")
- + examples ("Could you give me an example of what you mean by ---?")
- + differences ("How does ______ differ from what you experienced in another school or place or places?")
- + changes (specific dates) (before or after a certain event?)
- + is --- should? (Now, what do you think it should be like?)
- + changes ("How would you like it to be?")
- + improvements ("How could it be improved?")

Now that we have talked about different kinds of student participation, how would you rate the effectiveness of student participation at your school? In other words, how good is student participation at your school? I would like you to think about your participation personally and participation by students as a whole. By participation I mean the part students play in helping to make decisions affecting you or the school.

How would you rate the effectiveness of your participation at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of student participation as a whole at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

8. Resolution

Fourth, I would like to talk about resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. Setting a student dress code, problems of discipline or settling personal differences with members of the staff are examples of problems needing resolution. I would like you to think about the part you play in resolution personally and the part students as a whole play in resolution. Can you tell me about resolution at your school?

Substantive Probes

+ initiation
+ rational decision making
+ processes
+ student council
+ meetings with teachers or principals
+ "gripe" box
+ student committees
+ guidance counselor
+ parent help
+ home room teacher

Procedural Probes

+ definitions ("What do you mean by ----?")
+ examples ("Could you give me an example of what you mean by ----?")
+ differences ("How does _______ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?")
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of resolution, how would you rate the effectiveness of resolution at your school? In other words, how good is resolution at your school? I would like you to think about resolution by you personally and by students as a whole. By resolution I mean the way problems are solved and conflict lessened or avoided or differences settled.

How would you rate the effectiveness of your resolution at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of resolution by students as a whole at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

9. Access

Next, I would like to talk about access. By access I mean whether you personally can represent your own point of view, concerns or interests or whether someone else (like another student or group) can talk privately with someone in the school or go for advice representing your concerns or point of view. I would like you to think about your personal access and the access which other students have as well. Can you tell me about access at your school?

Substantive Probes

+ yourself
+ administrators
+ teachers
+ aides
+ secretary
+ custodial staff
+ other people

Procedural Probes

+ definitions ("What do you mean by ---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does ____ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is --- should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of access, how would you rate the effectiveness of access at your school? In other words, how good is access at your school? I would like you to think about your personal access and the access which other students have as well. By access I mean expressing your ideas in your own school or having someone else expressing them for you.

How would you rate the effectiveness of your access at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	2	2	1

☐

How would you rate the effectiveness of access by students as a whole at your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

10. Support

We have spent some time talking about school-community relations at your school. Now, I would like to ask you two more sets of questions about the school. First, I would like to talk about your support for your school. By support I mean how would you vote on a possible tax or bond referendum that would affect your school. This referendum might lead to an increase in your taxes that in turn would lead to an increase in the money spent in your school. If you had the opportunity to demonstrate your support for your school in this manner, how would you vote? I would like you to think about your support personally and the support by students as a whole.

Would you personally vote yes on a referendum that would increase taxes in order to support your school?

A	B	C	D	U
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
5	4	3	2	1

☐

Would students as a whole vote yes on a referendum that would increase taxes in order to support your school?

A	B	C	D	U
Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
5	4	3	2	1

☐

11. Legitimacy

Finally, I would like to talk about the legitimacy of your school. By legitimacy I mean the extent to which you accept the school's capability to make educational decisions about yourself; the extent in which you believe that the school has the right to exercise authority in areas concerning yourself; and the extent of your trust in the school as a place where you should be educated. I would like you to tell me your personal view about the legitimacy of your school and the view of students as a whole about the legitimacy of the school.

How would you personally rate the legitimacy of your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would students as a whole rate the legitimacy of your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

12. School-Community Relations

Now that we have talked about school-community relations in its various parts (communication, involvement, participation, resolution, and access) and about support and legitimacy at the school, how would you rate the overall effectiveness of school-community relations at your school? I would like you to think about school-community relations between you personally and the school and school-community relations between students as a whole and the school. By school-community relations I mean the total relationship between the school and the student including communication (written and non-written information), involvement (contribution of time and skill), participation (role in making decisions), resolution (problem solving and reducing conflict), and access (you or someone else representing your point of view).

How would you rate the effectiveness of school-community relations between you and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

How would you rate the effectiveness of school-community relations between students as a whole and your school?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

☐

Resolution--Critical Incident

Now that we have gone through the interview on school-community relations, I would like to briefly return to the topic of resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. I would like you to think for a moment of one specific incident or occasion where resolution or problem solving was necessary. Can you tell me about such an incident?

Probes

What were the circumstances that lead up to this incident

When did this incident occur?

Who was involved?

What part did you play in the resolution process?

What were the immediate results of the resolution process?

Have there been any long-term effects of the incident and its resolution?

Were you satisfied with the manner in which resolution was achieved?

13. Comments

Is there anything more you would like to say about school-community relations at your school which we might not have talked about up to now?

Modified High School Student Information and Interview Protocol Card

I. Introduction of Interviewer

Who I am

Objectives of the interview

Sponsorship

How school selected

How student selected

II. Definition of School-Community Relations

School-community relations is the relationship between the school, student and home.

COMMUNICATION COMMUNICATION

A	B	C	D	U
Excellent	Good	Average	Fair	Poor

APPENDIX E

MODIFIED LIKERT SCALE

Modified Likert Scale

School-Community Relations

and

Legitimacy

Excellent	Good	Average	Fair	Poor
A	B	C	D	U
5	4	3	2	1

Modified Likert Scale

Support

Definitely Yes	Probably Yes	Undecided	Probably No	Definitely No
A	B	C	D	U
5	4	3	2	1

APPENDIX F

SUMMARY OF THE STUDY

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING
UNIVERSITY OF WISCONSIN–MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street Madison Wisconsin 53706 (608) 263-4200

Proposed Research Study

On

School-Community Relations, Community Support, and Student Achievement

The study is a part of the Home-School-Community Relations Research Project presently being conducted at the Wisconsin Research and Development Center for Individualized Schooling. The purpose of the study is to examine the relationships between school-community relations programs and student academic achievement.

The goals of the study include: (1) a brief descriptive case study of the school and its school-community relations program; (2) an examination of how parents and students perceive both the overall school-community relations program and specific elements of the program; (3) a correlation of school-community relations to student achievement and community support; and (4) a comparison between the perceptions of elementary and high school parents and students.

There are three areas of data needed for the study: (1) information for the case study; (2) student grades and standardized achievement test scores; (3) interviews conducted with parents and students. Each of these needs is described below.

A series of short interviews will be held with various members of the school staff and selected parents to provide information for the case study of the school, the community, and the school-community relations program. This description will focus on both formal and informal programs and activities through which members of the school staff and community relate.

Student achievement data will be collected from the cumulative records of 70 fifth and 70 eleventh grade students. Student grades will be gathered for reading, language arts, and mathematics. The use of the student data will be tightly controlled. No individual data will be reported and the final report will contain no specific references to any individual student, parent, or school staff member.

Seventy interviews will be conducted with parents and students of the fifth and eleventh grades. Each parental interview will last approximately forty minutes and will be conducted either at the home of the parent or at the school. The interview consists of two basic parts: (1) a series of relatively open-ended questions on the five process variables of access, communication, involvement, participation, and resolution and (2) a set of focused questions on each of the five variables above and on community support, institutional legitimacy, and the overall effectiveness of school-community relations. Each student interview will be adapted to grade level, last approximately thirty minutes, and be conducted at the school.

-over-

The extent of a time commitment by the school staff to this study is minimal. The only specific involvement of school staff members will be to participate in a short interview on a voluntary basis. Student and staff personnel interviews will be held at the convenience of the school staff.

Charlotte Oinonen Project Assistant	B. Dean Bowles Professor

APPENDIX G

CRITICAL INCIDENT QUESTIONNAIRE

Resolution--Critical Incident.

Now that we have gone through the interview on school-community relations, I would like to briefly return to the topic of resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. I would like you to think for a moment of one specific incident or occasion where resolution or problem solving was necessary. Can you tell me about such an incident?

Probes

What were the circumstances that lead up to this incident?

When did this incident occur?

Who was involved?

What part did you play in the resolution process?

What were the immediate results of the resolution process?

Have there been any long-term effects of the incident and its resolution?

Were you satisfied with the manner in which resolution was achieved?

APPENDIX H

STUDENT DATA RECORD FORM

Elementary

Name ______________________________ Grade __________
Last First Nickname

Date of Birth ______________________

Date of Enrollment in:

School District ____________________

Yahara Elementary __________________

Parent or Guardian ______________________________

Address ______________________________

____

Phone __________________

	Yes	No
Is school district enrollment date 1976 or before?	____	____
Are records complete for the Achievement Test-1978 in reading, language, and math?	____	____
Is the student free of exceptional needs?	____	____
Is the student free of unusual moving patterns?	____	____

Comments: ______________________________

____

____

Grades

Reading

Literal comprehension ________

Implied meanings ________

Sight vocabulary ________

Word attack ________

Oral reading ________

Leisure reading ________

Language

Penmanship ________

Oral language ________

Punctuation ________

Capitalization ________

Grammar ________

Spelling ________

(Composite) ________

Basic Facts--Math

Addition ________

Subtraction ________

Multiplication ________

Division ________

Achievement Test

Date ________

Reading ________

Math ________

Language Arts ________

(Composite) ________

Senior High

Name ______________________________ Grade __________
Last First Nickname

Date of Birth ______________ Date of Enrollment ______________

Parent or Guardian ______________________________

Address ______________________________

Phone ______________________________

	Yes	No
Is date of enrollment 1976 or before?	____	____
Are records complete for the Achievement Test-1978 in reading, language and math?	____	____
Is the student free of exceptional needs?	____	____
Is the student free of unusual moving patterns?	____	____

Comments: ______________________________

____

- -

Achievement Test

Date ______________

Reading ______________ Language Arts ______________

Math ______________ (Composite) ______________

Grades

Date ______________

Reading comprehension __________ English ______________

Math computation ______________ (Composite) ______________

APPENDIX I

STUDENT TALLY SHEET

STUDENT TALLY SHEET OF THOSE NOT MEETING CRITERIA -- ELEMENTARY SCHOOL

Enrollment less than 3 years	Incomplete records (achievement)	Exceptional needs	Unusual moving patterns	Two or more of these reasons	Other reasons (explain)	
				610		Totals

TOTAL NUMBER OF STUDENTS IN GRADE=SUM OF ALL EXCLUSIONS+ STUDENTS THAT MEET CRITERIA

_________=___+___+___+___+___+___+_________

_____=_____

STUDENT TALLY SHEET OF THOSE NOT MEETING CRITERIA -- SENIOR HIGH

Enrollment less than 3 years	Incomplete records (achievement)	Exceptional needs	Unusual moving patterns	Two or more of these reasons	Other reasons (explain)	
						Totals

TOTAL NUMBER OF STUDENTS IN GRADE=SUM OF ALL EXCLUSIONS+ STUDENTS THAT MEET CRITERIA

____________=___+___+___+___+___+___+__________

______=_____

APPENDIX J

ELEMENTARY INFORMATION FOR STUDENT DATA

ELEMENTARY INFORMATION FOR STUDENT DATA

1. Fill out one form for each student in the 5th grade. Be sure all information on the first page is complete. Do not record any grades or achievement scores.

2. Exclude a form for students that:

   a. have been in this school district less than 3 years (date of enrollment must be for the fall of 1976 or before)

   b. have incomplete records for the achievement tests given in the fall of 1978 in reading, language, or math

   c. have unusual or exceptional needs (special education, etc.)

   d. have unusual moving patterns (i.e. migrant populations)

3. Tally excluded students on the tally sheet provided.

4. Fill in totals indicated on the tally sheet.

APPENDIX K

SECONDARY INFORMATION FOR STUDENT DATA

SENIOR HIGH INFORMATION FOR STUDENT DATA

1. Fill out one form for each student in the 11th grade. Be sure all information above the dotted line is complete. Do not record any grades or achievement scores.

2. Exclude a form for students that:

   a. have been in this school less than 3 years (date of enrollment must be for the fall of 1976 or before)

   b. have incomplete records for the achievement tests given in the fall of 1978 in reading, language, or math

   c. have unusual or exceptional needs (i.e. special education)

   d. have unusual moving patterns (i.e. migrant populations)

3. Tally excluded students on the tally sheet provided.

4. Fill in totals indicated on the tally sheet.

APPENDIX L

QUESTIONS FOR ORIENTATION VISIT

Questions for Orientation Visit

I. District Information

1. Population--growth rate, transience
2. History of area
3. Employment patterns and income levels
4. Educational attainment
5. Housing patterns
6. Degree of homogeneity/heterogeneity in community
7. Ethnic/religious backgrounds
8. Educational philosophies
9. Political affiliations

II. School System Information

1. Organization
2. History
3. Student enrollment--past, present, predicted
4. Budget and bond referendums
5. Educational effort--equalized valuation and mill rate
6. Superintendent tenure and turnover
7. Board of education tenure and turnover
8. Teacher unionism
9. Special programs--educational
10. Special programs--school-community relations
11. Pertinent issues, crises, concerns, problems

(orientation visit: continued)

III. School Site Information

1. History
2. Organization
3. Building construction and major renovations
4. Principal profile, tenure, turnover
5. Staffing patterns--professional and supportive staff
6. Staff profile, tenure, turnover
7. Parents--employment, educational background
8. Subpublics--identification
9. Student population, distribution, transience
10. Special educational programs
11. School-community relations--programmatic activities
12. School-community relations--nonprogrammatic activities
13. Use of school-community relations processes
14. Pertinent issues, crises, concerns, problems

IV. Data Collection

A. Student data
    1. Organization of school records--grades and ITBS
    2. Recording of data--researcher or school employee

B. Case study
    1. Identification of respondents
    2. Arrangements for interviews
    3. Use of additional interviewers

(orientation visit: continued)

C. Parent interviews

  1. Identification of respondents
  2. Initial contact with parents
  3. Site for interviews

V. Use of Technical Report

1. Guarantee of confidentiality
2. Location of final report
3. Notification of respondents
4. Summary session with school administration

APPENDIX M

INTRODUCTORY LETTER TO PARENTS

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF EDUCATION
1025 W Johnson Street Madison Wisconsin 53706 (608) 263-4200

The University of Wisconsin-Madison, with the cooperation of the Public Schools, is sponsoring a research study of school-community relations at Elementary School. This study has been approved by the school administration.

The responsibility for the study rests with Professor B. Dean Bowles, Department of Educational Administration, University of Wisconsin-Madison. The field work and data collection will be conducted by Mrs. Charlotte Oinonen, a former first grade teacher. An important part of this study involves interviewing a set of fifth grade students and their parents. Each interview will last about 40 minutes and will involve the school-community relations program at School. No personal information will be asked; neither will you be quoted, nor will your name or the name of the school be used. The findings based on the interviews will be made available to you upon completion of the study.

Your cooperation in this project will be greatly appreciated. Mrs. Oinonen will be contacting you soon by telephone to make an appointment to meet with you at a time and place of your convenience. If you have any questions, feel free to contact any one of us.

Sincerely,

B. Dean Bowles
B. Dean Bowles
Professor
University of Wisconsin-Madison
263-2737

Superintendent
Public Schools

Charlotte Oinonen
Charlotte Oinonen
Project Researcher
University of Wisconsin-Madison
263-3688(o) 873-5025(h)

Principal
Elementary School

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W. Johnson Street Madison Wisconsin 53706 (608) 263-4200

The University of Wisconsin-Madison, with the cooperation of the Public Schools, is sponsoring a research study of school-community relations at Senior High School. This study has been approved by the school administration.

The responsibility for the study rests with Professor B. Dean Bowles, Department of Educational Administration, University of Wisconsin-Madison. The field work and data collection will be conducted by Mrs. Charlotte Oinonen, a former first grade teacher and now a resident of . An important part of this study involves interviewing a set of eleventh grade students and their parents. Each interview will last about 40 minutes and will involve the school-community relations program at the Senior High School. No personal information will be asked; neither will you be quoted, nor will your name or the name of the school be used. The findings based on the interviews will be made available to you upon completion of the study.

Your cooperation in this project will be greatly appreciated. Mrs. Oinonen will be contacting you soon by telephone to make an appointment to meet with you at a time and place of your convenience. If you have any questions, feel free to contact any one of us.

Sincerely,

B. Dean Bowles
Professor
University of Wisconsin-Madison
263-2737

Superintendent
Public Schools

Charlotte Oinonen
Project Researcher
University of Wisconsin-Madison
263-3688(o) 873-5025(h)

Principal
Senior High School

APPENDIX N

NOTE TO TEACHERS

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W. Johnson Street Madison Wisconsin 53706 (608) 263-4200

I will be interviewing teachers and support staff during the next two weeks. The interview will involve questions about school-community relations at your school. The time set for your interview is ______________________________ in the Nurse's office. If you are unable to meet me at that time, please contact or myself.

Sincerely,

Charlotte Oinonen

APPENDIX O

STAFF NOTICE

STAFF NOTICE

The University of Wisconsin-Madison, with the cooperation of the Public Schools, is sponsoring a research study of school-community relations at the Senior High School and at Elementary.

Mrs. Charlotte Oinonen, a former teacher and now a resident of , will be conducting the field work and data collection. Part of this study involves interviewing a set of eleventh grade students, their parents, and ten to twelve members of the school's teaching and support staff.

The staff interviews will last about forty minutes and will involve the school-community relations program at the school. No personal information will be asked , nor will names or quotes be used. The findings based on the interviews will provide information for a mini-case study and a description of the present school-community relations program. Those to be interviewed will be contacted within the next few weeks.

APPENDIX P

PARENT PERMISSION SLIP

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W Johnson Street Madison Wisconsin 53706 (608) 263-4200

PARENT PERMISSION SLIP

I give my permission for ______________________________ to be interviewed by Mrs. Charlotte Oinonen at a time and place of mutual convenience. I also give my consent for the use of my child's achievement test scores and second quarter grades in the study, with the understanding that they will be used in aggregation and that all information will remain anonymous.

____
Parent's signature Date

APPENDIX Q

THANK YOU LETTERS FOR INTERVIEWS

WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W. Johnson Street Madison Wisconsin 53706 (608) 263-4200

I want to thank you for taking the time to talk with me about school-community relations at Elementary School. Your information and opinions have made an important contribution to the research project. The final report should be available at the school some time in November. You will be notified at that time.

Again, thank you for your concern and cooperation.

Sincerely,

Charlotte Oinonen
Project Assistant

CHO:ms

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING
UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W Johnson Street Madison Wisconsin 53706 (608) 263-4200

I want to thank you for taking the time to talk with me about school-community relations at the Senior High School. Your information and opinions have made an important contribution to the research project. The final report should be available at the school some time in November. You will be notified at that time.

Again, thank you for your concern and cooperation.

Sincerely,

Charlotte Oinonen
Project Assistant

CMO:ms

APPENDIX R

THANK YOU LETTERS FOR PARTICIPATING STAFF

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN-MADISON · SCHOOL OF EDUCATION
1025 W. Johnson Street, Madison, Wisconsin 53706 (608) 263-4200

May 25, 1979

Dear Mr.

I want to thank you for taking the time to talk with me about your school, for making a room available for my use, and for helping with accessability to teachers and students. Your help and cooperation have made my research project possible. I will be writing the report this summer, so will be contacting you then.

I also want to mention the excellent cooperation I received from and the fifth grade teachers. They have been helpful in every way and have made my experience at your school truely enjoyable.

Again, thank you for your concern, help, and support of my project.

Sincerely,

Charlotte Cinonen
Project Assistant

CMO:ms

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN MADISON SCHOOL OF EDUCATION
1025 W Johnson Street Madison Wisconsin 53706 (608) 263-4200

December 28, 1978

Dr.
Superintendent

Dear Dr. :

Thank you for the acceptance of our proposed study in your school district. We appreciate your support and help.

We will be meeting with Mr. and Mr. the second week of January. We will then be in contact with you again.

Sincerely,

Dean Bowles
Professor

Charlotte Oinonen
Project Assistant

lf

APPENDIX S

HIGH SCHOOL INTERVIEW NOTICES

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN-MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street Madison Wisconsin 53706 (608) 263-4200

I will be interviewing teachers and support staff during the next two weeks. The interview will involve questions about school-community relations at your school. The time set for your interview is ______________________________ in the Nurse's office. If you are unable to meet me at that time, please contact or myself.

Sincerely,

Charlotte Oinonen

APPENDIX T

T-TEST DATA FOR DIFFERENCES BETWEEN SCHOOLS

T-TEST

Differences Between Means

Elementary Students and Elementary Parents

Variable	Elementary Students		Elementary Parents		T Value
	Mean	Stand. Dev.	Mean	Stand. Dev.	
Communication	4.0	.93	3.9	.89	.12
Involvement	3.9	.98	2.8	1.22	4.35**
Participation	3.7	.92	3.4	1.12	1.42
Resolution	3.6	1.13	3.9	1.08	-1.12
Access	4.0	.92	4.3	1.02	-1.61
School-Community Relations	4.2	.76	3.8	.83	2.39*
Support	3.4	1.15	3.1	1.17	1.06
Legitimacy	4.3	.72	3.8	.96	2.38*
ITBS-Reading					
ITBS-Mathematics					
ITBS-Language					
ITBS-Cumulative					
Grade-Reading					
Grade-Mathematics					
Grade-Language					
Satisfaction (Critical Incident)	1.2	.37	1.3	.46	-1.22
Level of Issue (Critical Incident)	1.0	.00	1.0	.18	-.91

* - Significant at .05 level

**- Significant at .01 level

T-TEST

Differences Between Means

Secondary Students and Secondary Parents

Variable	Secondary Students		Secondary Parents		T Value
	Mean	Stand. Dev.	Mean	Stand. Dev.	
Communication	3.5	.85	3.3	1.23	.64
Involvement	3.2	1.34	1.9	1.29	4.58**
Participation	2.9	1.09	2.3	1.30	2.24*
Resolution	3.2	1.29	3.1	1.59	.08
Access	3.0	1.17	3.7	1.23	-2.52*
School-Community Relations	3.5	.96	3.4	1.05	.67
Support	3.4	.98	3.2	1.19	1.03
Legitimacy	3.6	.82	3.7	1.14	-.56
ITBS-Reading					
ITBS-Mathematics					
ITBS-Language					
ITBS-Cumulative					
Grade-Reading					
Grade-Mathematics					
Grade-Language					
Satisfaction (Critical Incident)	1.5	.51	1.4	.50	.88
Level of Issue (Critical Incident)	1.0	.00	1.0	.00	.00

* - Significant at .05 level

**- Significant at .01 level

APPENDIX U

AGGREGATED DATA FOR SCHOOLS COMBINED

Table

Means and Standard Deviations of All Variables - Elementary Parents
(Personal)

Variable	Cases (N)	Mean	Standard Deviation
Grade in School	40	1.0	.000
Communication	40	3.93	.8883
Involvement	40	2.83	1.2171
Participation	40	3.35	1.1220
Resolution	40	3.85	1.0754
Access	40	4.33	1.0225
School-Community Relations	40	3.78	.8317
Legitimacy	40	3.83	.9578
Support	40	3.10	1.1723
Satisfaction	31	1.29	.4614
ITBS Reading	40	50.83	27.6618
ITBS Mathematics	40	40.10	24.1383
ITBS Language	40	40.48	27.2942
ITBS Cumulative	40	44.83	25.0915
Grade Reading	40	2.65	1.35
Grade Mathematics	40	2.50	1.3009
Grade Language	40	2.25	1.4097
Level	31	1.03	.1796

Table

Means and Standard Deviations of All Variables - Elementary Students (Personal)

Variable	Cases (N)	Mean	Standard Deviation
Grade in School	40	1.00	.0000
Communication	40	3.95	.9323
Involvement	40	3.90	.9819
Participation	40	3.68	.9167
Resolution	40	3.58	1.1297
Access	40	3.98	.9195
School-Community Relations	40	4.20	.7579
Legitimacy	40	4.28	.7157
Support	40	3.38	1.1477
Satisfaction	26	1.15	.3679
ITBS Reading	40	50.83	27.6618
ITBS Mathematics	40	40.10	24.1383
ITBS Language	40	40.48	27.2942
ITBS Cumulative	40	44.83	25.0915
Grade Reading	40	2.65	1.3502
Grade Mathematics	40	2.30	1.3009
Grade Language	40	2.25	1.4097
Level	26	1.00	.0000

Table

Means and Standard Deviations of All Variables - Secondary Parents (Personal)

Variable	Cases (N)	Mean	Standard Deviation
Grade in School	40	2.00	.0000
Communication	40	3.33	1.2276
Involvement	40	1.85	1.2920
Participation	40	2.28	1.3006
Resolution	40	3.13	1.5882
Access	40	3.65	1.2310
School-Community Relations	40	3.35	1.0513
Legitimacy	40	3.68	1.1410
Support	40	3.15	1.1886
Satisfaction	24	1.38	.4945
ITBS Reading	40	41.78	27.0085
ITBS Mathematics	[illegible]	43.23	24.4168
ITBS Language	[illegible]	34.08	25.6419
ITBS Cumulative	40	39.63	22.9902
Grade Reading	40	2.03	1.5440
Grade Mathematics	40	2.10	1.0077
Grade Language	40	2.40	1.0513
Level	24	1.00	.0000

Table

Means and Standard Deviations of All Variables - Secondary Students
(Personal)

Variable	Cases (N)	Mean	Standard Deviation
Grade in School	40	2.00	.0000
Communication	40	3.48	.8469
Involvement	40	3.20	1.3436
Participation	40	2.88	1.0905
Resolution	40	3.15	1.2920
Access	40	2.98	1.1655
School-Community Relations	40	3.50	.9608
Legitimacy	40	3.55	.8149
Support	40	3.40	.9819
Satisfaction	26	1.50	.5099
ITBS Reading	40	41.78	27.0085
ITBS Mathematics	40	43.23	24.4168
ITBS Language	40	34.08	25.6419
ITBS Cumulative	40	39.63	22.9902
Grade Reading	40	2.03	1.5440
Grade Mathematics	40	2.10	1.0077
Grade Language	40	2.43	1.0834
Level	26	1.00	.0000

Table -

Means and Standard Deviations of All Variables - Elementary Students, Elementary Parents, Secondary Students, and Secondary Parents (Personal)

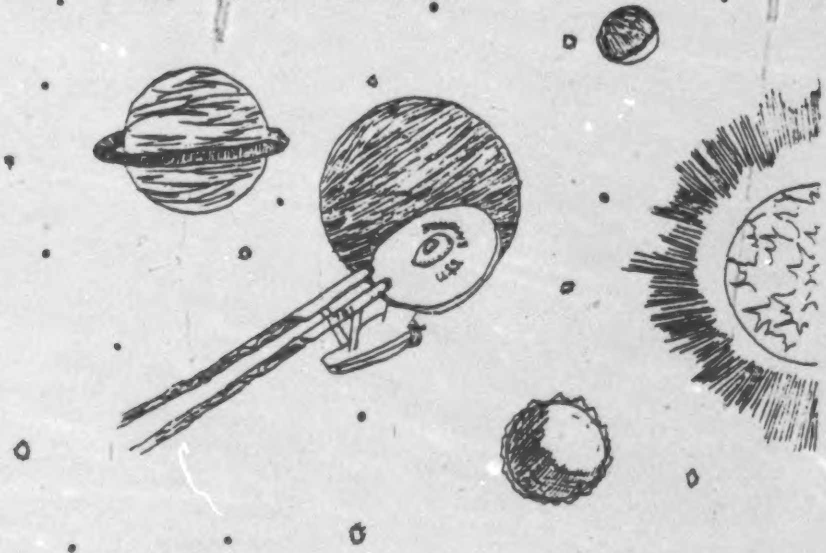
Variable	Cases (N)	Mean	Standard Deviation
Grade in School	160	1.50	.5016
Communication	160	3.67	1.0139
Involvement	160	2.94	1.4153
Participation	160	3.04	1.2252
Resolution	160	3.43	1.3106
Access	160	3.73	1.1907
School-Community Relations	160	3.71	.9556
Legitimacy	160	3.83	.9531
Support	160	3.26	1.1229
Satisfaction	107	1.33	.4714
ITBS Reading	160	46.30	27.4558
ITBS Mathematics	160	41.66	24.0988
ITBS Language	160	37.28	26.4256
ITBS Cumulative	160	42.23	23.9780
Grade Reading	160	2.34	1.4704
Grade Mathematics	160	2.30	1.1699
Grade Language	160	2.33	1.2475
Level	107	1.01	.0967

APPENDIX V

EXAMPLES OF SMALL TOWN ELEMENTARY COMMUNICATION MATERIALS

YAHARA ENTERPRISE

© Volume 3 - April 26, 1978



Cover designed by

MY HANDBOOK

This handbook is my handbook. It is designed to inform me of the school rules, behavior standards and expectations. If I do my part in following the contents of this handbook, my school experience will be a very rewarding and a happy one.

ELEMENTARY SCHOOL

SPECIAL INVITATION - TO ALL PARENTS

WHAT: Parent-Teacher Meeting

WHEN: Tuesday, April 3, 1979, 7:00 p.m.

WHERE: School IMC

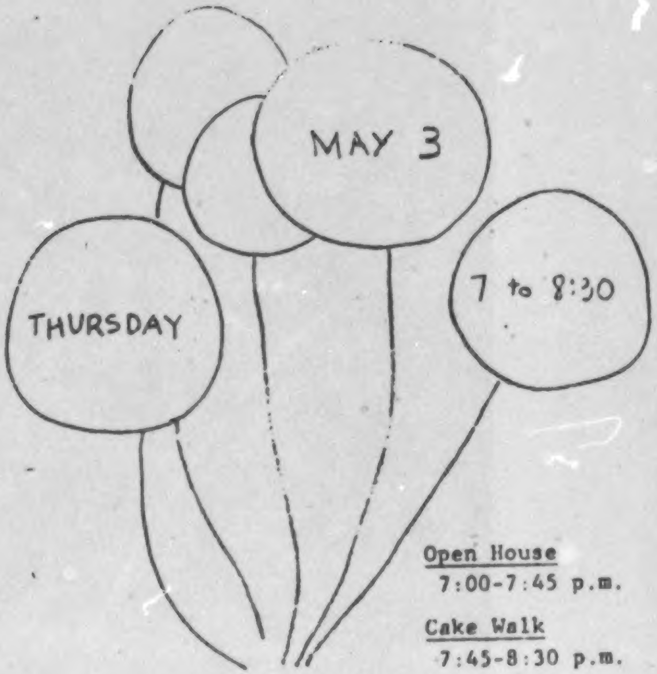
PURPOSE: Report on District Testing Program

1. Purpose of tests
2. Types of tests given
3. Test results: past-present
4. Future testing
5. Comparison to national norms

This topic was of high interest at a parent-teacher meeting in December. Based on that interest, this program was arranged. Please plan to attend.

NOTE OF APPRECIATION

We want to express our appreciation and thanks to everyone who has helped make the mini-course week and fair successful. We have received tremendous support from parents, teachers, committee members, volunteers, high school students, bus supervisor and drivers, aides, secretary, and custodians. Without this close cooperation, a venture like mini-course week could never be attempted.



Open House
7:00-7:45 p.m.

Cake Walk
7:45-8:30 p.m.

SCHOOL FUN FAIR

PARENT HANDBOOK

AREA SCHOOL DISTRICT

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(**SUGGESTION:** PLACE IN TELEPHONE BOOK FOR EASY REFERENCE.)

INVITATION

Dear Parent,

The staff,
children & parent-teacher
organization invite you
to the annual Christmas
Open House for the
elementary schools.

DAY: Thursday

DATE: December 20, 1979

TIME: 6:30 - 8:00 p.m.

Please plan to attend.

NOTICE TO PARENTS

YOUR KINDERGARTEN CHILD WILL NEED:

1. A painting smock--make sure this is large enough to adequately cover your child's clothing. One of Dad's old shirts can usually be made to do with very few changes. Please do not get the small plastic aprons.
2. Be sure to label your child's apron, sweaters, mittens, raincoat, boots, etc.
3. Place all money sent to school in an evelope with child's name and teacher's name clearly labeled.
4. Tennis shoes.

We hope your child will enjoy a good school year.

LEMENTARY SCHOOL

April 6, 1979

Dear Parents:

WE NEED HELP IN SECURING ITEMS FOR MINI-COURSES!

The following materials will be needed for activities. If you have any of these things that you can donate, please send them to school with your child.

- toilet paper
- paper towels
- L'eggs containers
- pie tins
- yarn
- yarn needles
- yarn scraps
- beans
- newspapers
- white cotton sheets
- wheat paste
- plastic 1 gallon jugs
- old crayons
- old candles
- cardboard or plastic tubes
- egg cartons
- beads, bric-brac
- old clothes and material (brocade and lightweight especially)
- rope
- string
- big cardboard (refrigerator size)
- thin wire
- any large cardboard
- coffee cans with lids
- aluminum foil
- embroidery floss
- any kind of paper
- sticks of wood
- felt
- plastic flowers
- bailing twine
- chicken wire
- sheets of colored plastic
- theatrical make up
- margarine containers with lids
- dowel rods - thin
- colored telephone wire/electrical wire
- metal piping
- sewing notions (buttons, lace, trim, pins, needles, sequins, braids, etc.)
- white socks
- old perfume bottles (empty or full)
- large Hi-C juice cans with 1 end removed
- empty thread spools (silver especially)
- tooth picks
- clean, empty, undented tin cans
- empty oatmeal & salt boxes
- old wrapping paper (colored tissue especially)
- chopsticks (not to be returned)
- colored cellophane
- small black buttons
- pipe cleaners
- stiff, transparent sheets of paper
- black enamel paint
- kite sticks
- Nesco cookers (to be returned--put name on)
- crepe pans (to be returned--put name on)
- Chinese checkers games (to be returned--put name on)
- empty regular size rectangular Kleenex boxes
- embroidery floss

Thank you for your help!

ELEMENTARY SCHOOL

1978-79 MINI-COURSE QUESTIONNAIRE

May 18, 1979

Dear Parents:

We recently completed our 4th annual mini-course week at We would very much like to have some feedback from you, the parents, to help us evaluate this program. Children and teachers have had a chance to evaluate the mini-course week; we feel that by soliciting your comments and suggestions, we will be better able to ascertain whether or not this program should be continued in future years.

Thank you for your help.

School Staff

1. How did you feel about mini-course week?
   - ___ A. Mini-courses were worthwhile and should be continued.
   - ___ B. Mini-courses were a waste of time and should not be continued.
2. How did you feel your child (children) reacted to mini-course week?
   - ___ A. Liked.
   - ___ B. Disliked.
3. Comments (use back side if necessary):

EVALUATING MINI-COURSES

Back in February we completed our third annual mini-course week and mini-course fair at School. During the first two years the students and teachers evaluated the program, and the results were extremely positive. Based on those results, we embarked on our third successive mini-course week.

This year we felt it was very important to get parent feedback. We wanted this information to help us ascertain whether or not we should begin planning for next year. We sent a parent questionnaire home with each child (about 594). We received 195 or about one-third of the completed questionnaires back from parents. Some of the comments that were written on the evaluation forms from parents and teachers about mini-courses are scattered throughout this newsletter.

Here is the breakdown of the evaluations from the parents, teachers and students.

PARENT QUESTIONNAIRE

Number sent out: 594 Number returned: 195

The number in parenthesis indicates the number of responses received.

1. How did you feel about mini-course week?

(181) A. Mini-courses were worthwhile and should be continued.

(3) B. Mini-courses were a waste of time and should not be continued.

(11) C. Other (explain).

2. How did you feel your child (children) reacted to mini-course week?

(186) A. Liked.

(3) B. Disliked.

(6) C. Other (explain).

(55) 3. (Optional) What are your suggestions for improving mini-courses and/or the mini-course fair?

Examples of parent comments are scattered throughout this newsletter. Totally, we received 18 comments that were not complimentary regarding mini-courses and 13 comments that were supportive. The major area of criticism about mini-courses was that they were not academically oriented. In fact 6 of the 18 negative responses were in that general area.

Summary: An overwhelming majority, over 90%, of the people who responded to the questionnaire felt that mini-courses were worthwhile and should be continued!

APPENDIX W

EXAMPLES OF DISTRICT COMMUNICATION MATERIALS

School Times

EDUCATION
MOLDS OUR
FUTURE

BETTER SCHOOLS MAKE
BETTER COMMUNITIES

A Publication Of The School Board

SUPERINTENDENT'S CORNER

Welcome to the first school year issue of our new **School Times**. The need to develop a ready means of communicating more effectively with our parents and general public has become increasingly more apparent in recent years. We may be doing great things (or bad things) but we didn't have the world's best system of getting the word to you.

Our building principals a number of years ago took a step in the right direction by developing newsletters which went to parents of students in their buildings. Our local press has also been most cooperative in featuring articles about our schools. We anticipate that both the building newsletters and the local press articles will of course continue, but that this district paper will give added coverage to even greater numbers of our residents.

As you read our copies and have ideas for improvement or ideas for newsworthy articles, give us a jingle with your suggestion. It will be most appreciated.

This issue's features fittingly highlight our kindergarten and reading programs. Both are basic to a good educational program and both have high parent interest. We hope you find the articles informative.

ENTRANCE AGE CHANGE

The Wisconsin Legislature in 1977 extensively changed the laws governing the age of admission to kindergarten. By the 1981-82 school year, the starting dates for enrollment in kindergarten will have been moved from December 1 to September 1. Beginning next year (1979-80), kindergarten children will need to be five years old on or before November 1; for 1980-81 children will need to be five years old on or before October 1, and for 1981-82 children will need to be five years old on or before September 1.

The new law also affects enrollment of six year olds into first grade, but a one-year delay has been built into the staggered schedule. For example, for the 1979-80 school year, a first grader must be six years old on or before December 1, 1979.

By the beginning of the 1982-83 school year then, only those students with birthdays on or before September 1 will normally be admitted into kindergarten or first grade.

Even though the laws have been changed dramatically, parents may make special requests for early admission to kindergarten or first grade. Parents who are considering this possibility should pick up application forms from the elementary school offices.

KINDERGARTEN OBJECTIVES

-Ayoung child learns through the medium of play.

-In a child's learning, a positive selfimage is highly influential.

-Children should be helped to acquire respect and sensitivity toward the needs and feelings of others.

-Curriculum experiences should be planned with recognition of the needs and interests of the individual child. Ample time should be provided for completion of a child's pursuits to his own satisfaction.

-Children should have meaningful concrete experiences which are fundamental to later symbolic learning.

-Exploration and experimentation are basic to creative thinking and problem solving.

-Children should have many opportunities for developing awareness and appreciation of aesthetic qualities.

-Kindergarten should provide an environment that will stimulate curiosity, a questioning attitude, and an eagerness for learning; many opportunities should be offered for self-selection of experiences.

-Children need teachers who are not only well qualified but also warmly human, and who see themselves as "guides" to learning.

-Kindergarten for each child should be a successful experience of happy and healthy living.

The Bulletin Board

AREA SCHOOL DISTRICT , PROGRAMS' COORDINATOR
MARCH, 1979

Welcome to the new format of the Bulletin Board! Under the capable editorship of , we'll try to keep it brief, to the point, and on time when the news happens.

Rather than use it primarily for a stuffy note from the superintendent, a copy of the Board minutes, and an article or two rescued from oblivion, and her capable assistant, , will try to get you the news in briefer form at the central district level more quickly than the traditional monthly publication could.

If any of you, whether cook or principal, has an item or article you feel needs sharing with your staff, feel free to drop it off on desk for publication.

It looks like we've made it through the winter snow period without any more serious snow falls. (With my luck, we'll probably have the great blizzard of 1979 the day this article gets published!) Although years from now we'll look back to today with ever increasing fondness as we tell greenhorns how tough it was in the good old days, right now it really is tough! Parking's been at a premium, kids couldn't go outside for recess, the dreary, dirty days of February never seemed to come to an end. My hat's off to all of you, with a special thanks to our custodians, for hanging in there this winter and coming up with that extra effort.

NEGOTIATION NEWS.....

CUSTODIANS: The custodians have asked the Board to reopen negotiations on their contract expiring in June. The Board had the item up for discussion at last night's meeting. It's anticipated that face-to-face talks will begin soon.

TEACHERS: The SEA amended their final offer March 12th, making a change on their just cause language. The Board also discussed this change and progress of negotiations at last night's meeting. There are some tentative feelers being sent out to return to the bargaining table concurrent with the proposals moving toward arbitration as a way of shortening the process.

* * *

PUBLIC SCHOOLS

December 17, 1979

Dear Parents:

South and West Elementary Schools, as you may know, are the two schools in our district with a voluntary enrollment program. Since our enrollments are voluntary and many of you presently have children only at the large schools, I will briefly describe our schools and invite you to visit South and West.

South School (Street) and West School (Street) are older neighborhood elementary schools that have served our youngsters for many years. Both have educational programs very similar to our large elementary schools. Also, each building has its own Art, Music, Library, and hot lunch program. Currently at South, we have a section each of second, third, and fourth grades; and at West a section each of first, second, and third grades.

We invite you and your youngster/youngsters to drop by and tour the buildings and meet our staff at Christmas Open House, December 20, beginning at 6:30 p.m. Also, we invite you to visit our classrooms in session any day at your convenience.

Late February or early March, we will survey you regarding your interest in enrolling your youngster/youngsters for 1980-81. Potentially, we will be able to accommodate grades first through fifth. All non-neighborhood youngsters who enroll will be shuttled by bus to South and West.

The staff, our current parents, and I believe the personal attention and the family atmosphere offered by our small schools provides an excellent environment for youngsters especially during their formative elementary years.

We hope you will visit us during Open House and/or when school is in session.

A Joyous Holiday Season to you and your family!

Sincerely.

Principal
South/West

RWM:vs

AREA SCHOOL DISTRICT

February 16, 1979

Dear Parents:

This winter has been a very difficult one, with frequent and heavy snow falls forcing us to close school more than usual, Under state law we now are at the point where all future "snow days" must be made up in the spring. To avoid this as much as possible, we may continue to keep our schools open this winter even though some bus routes may not have been plowed. If your rural road has not been plowed by bus time, please use your own judgment about sending your children to wait for the bus. On days where the entire district will be affected, we will continue to close school as in the past.

Announcements about school closings are made over the following radio stations: Madison's WIBA, WTSO, and WISM, and Fort Atkinson's WFAW. Announcements and information about some bus routes not being served will also be made over these stations.

Calendar Changes: Due to the snow days we have had, Easter vacation will be on April 12, 13, and 16, 1979. Classes will resume April 17. The last day of school for students will now be June 1, 1979.

Superintendent

APPENDIX X

EXAMPLES OF SMALL TOWN SENIOR HIGH COMMUNICATION MATERIALS

October, 1979

VIKING PARENTS NEWSLETTER

High School Parent-Teacher Conferences are scheduled for Tuesday, November 13, from 8:00 a.m. until 5:30 p.m. We are trying a new format this year which is quite similar to the parent-teacher conferences at the Middle and elementary schools. We hope that all parents will mark their calendars for Tuesday, November 13, and participate in this opportunity to meet with their child's teachers. Each parent will receive a letter from our school next week asking you for specific teachers you want to meet with and the time you would be available. All conferences will be scheduled in advance to make better use of parents' and teachers' time.

The Editor.... *Principal*

BACKGROUND

Do you remember "report card day" when you were in school--the suspense, relief or disappointment, your father's or mother's reaction to the marks you brought home? You probably do remember, for school reports have always been a matter of keen interest.

This Parent Newsletter is designed to describe a reporting [illegible] that serves as a supplement to the quarterly report card - the Parent/Teacher Confer[illegible]

We have for some time been working on a new Parent-Teacher Conference format. Our high school Parent Advisory Council indicated to us that they strongly supported Parent-Teacher Conferences and showed concern that we have not, in the past, had good parent participation in the program. They encouraged us to try a program similar to those currently being used by the Middle and elementary schools. That is, to specifically schedule parents and teachers who want to have a conference. Following up on their suggestions our Board of Education has given us approval to try a somewhat different conference program on Tuesday, November 13. We will have an evaluation form available the day of your conference for your reaction.

We believe:

that the welfare of the child is the common concern of both school and home.

that teachers and parents, sharing what they know about children, can accomplish more for children's welfare than either can accomplish alone.

that conferences are often a means of making better relations between the school and the home through providing an opportunity for an interpretation of the curriculum and an opportunity to acquaint parents with the objectives of the school.

that some problems can be "solved" in one conference and that sometimes it is necessary to have many conferences with one or both parents before the child's difficulties are overcome or a solution reached.

that parents as well as teachers can call conferences.

SNOW THROWING

Students are reminded that they are not to throw snow at each other, at the building, or at automobiles while on the campus of High School.

Our past experiences with snow throwing have proven that students are injured, property is damaged, and a big mess is made both inside the building and on the sidewalks.

You should understand that disciplinary action will be taken against you if you are observed throwing snow or pushing students into snow piles.

We sincerely hope all students cooperate with the school in this matter. Our primary concern is the safety and well-being of all.

INCREASED RESPONSIBILITY 1979

The Student Council, along with much help from the administration and faculty, is implementing a trial program of Increased Responsibility the last nine weeks of the school year. At the end of the nine weeks, the program will be evaluated and it's continuation or dismissal will be established for the 1979-80 school year.

1. Any student of the Senior class of 1979, meeting the requirements as outlined in the IR contract, may apply for the program.

2. Only 30 students will be accepted for this trial of the IR program.

3. The committee set for IR will approve or deny all applications on the basis of information presented:

   a. Grades
   b. Attendance and discipline
   c. Letters of recommendation from two teachers

4. Students must turn in IR application by WEDNESDAY, MARCH 14 to the main office.

5. All reviewing will be accomplished by FRIDAY, MARCH 16, and students will be notified as to their application decision.

We believe that Increased Responsibility can be very beneficial to both the attendance and grade point average of our school. We appreciate both your participation and cooperation in this project and hope to see it implemented for a full school year 1979-80.

Student Council
1978-79

MEMO TO: High School Student Body

FROM:

SUBJECT: Revised "OUTSIDE PERMIT" and "PRE-EXCUSE" policies, 1977-78

High School is revising its 1977-78 Outside Permit and Pre-excuse policies. This revision was made necessary because of the multitude of problems associated with our former policy of simply excusing students upon parental request.

Please read the new policy carefully and relay this information to your parents. If you have any questions you should contact the office.

OUTSIDE PERMITS

Outside permits will be granted to students who have pre-arranged appointments that cannot be scheduled at other times. Pre-arranged appointments would include medical appointments, driver's license examinations, etc.

Students who wish to be excused on outside permits will be expected to have their parents call the office prior to 7:55 A.M. to verify the excuse.

Students who continuously ask to be excused on "Outside Permits" will be expected to provide documentation that they have established appointments.

Students will not be excused on outside permits for such things as working, vacations, shopping, hunting, or simple parental calls, unless the parents of the student have arranged for a "Pre-excuse" from school. Pre-excuses must be arranged at least one week in advance of the absence.

The above policy applies also to eighteen year old students.

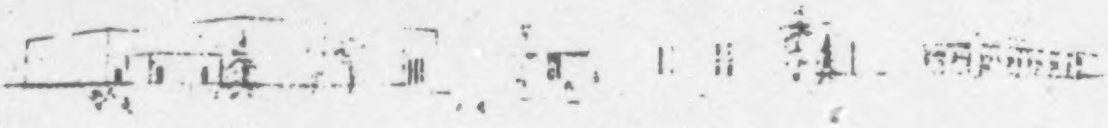
PRE-EXCUSES AND EXTENDED ABSENCE

If a student knows in advance that he or she is going to be absent for some reason other than a pre-arranged appointment, that student should receive a "Pre-excuse" form from the Attendance Clerk.

Students will be required to complete a pre-excuse form at least one-week in advance of the absence. Pre-excuses will be provided for tobacco harvest, deer hunting, family vacations, and homebound instruction.

When family emergencies require the absence of a student the parents should contact the attendance clerk or one of the principals.

SENIOR HIGH SCHOOL



August, 1978

Dear Senior High School Students:

We hope that you have enjoyed your summer activities whether you have been working or taking a vacation. It is probably hard for some of you to believe, but it is time again to start planning for your school activities. The first day of school this year for students, and it will be a full day, is Monday, August 28th. Classes will start at 8:00 a.m. with first hour class for grade 10-12 students. Ninth grade students are to report to the gym at 8:00 a.m. The hot lunch program will be operating and tickets can be purchased for 55¢ per day before school in the morning. The school day will again end at 3:40 p.m.

We will continue to run an eight period day. The major reasons for this schedule is that it gives us additional facilities and will help our crowded lunch room. One of the eight periods, either fourth or fifth, will be your lunch period. This year's schedule will be as follows:

Period 1	8:00 - 8:53	
Period 2	8:58 - 9:52	
Period 3	9:57 - 10:50	
Period 4	10:55 - 11:48	(Lunch A)
Period 5	11:53 - 12:46	(Lunch B)
Period 6	12:51 - 1:44	
Period 7	1:49 - 2:42	
Period 8	2:47 - 3:40	

Enjoy the rest of your summer and we'll see you on or before August 28th.

Sincerely,

CLM:jes

Enclosures

PAC SURVEY
February 1978

The High School Parent Advisory Council is interested in getting more information about the use of alcohol by High School students.

You are not asked to identify yourself by name, and you should answer only those questions which apply to you. Circle the choice most appropriate for you.

Grade: 9 10 11 12 (Circle One)   Age: 14 15 16 17 18 (Circle One)   Sex: Male Female (Circle One)

1.	Have you ever drunk any alcoholic beverage other than a relatively meaningless taste or sip?	Yes No
2.	If you have drunk before, at what age did you take your first drink?	Age 10 or less Age 11 Age 12 Age 13 Age 14 Age 15 Age 16 Age 17 Age 18
3.	Have you ever been drunk?	Yes No
4.	Have you ever been to a party or social gathering where you have seen students under 18 drinking?	Yes No
5.	If you have drunk before, where did you get your drink?	A friend gave it to me Parents Used false ID card to buy it Had some older person buy it for me Other
6.	Where do you drink?	Home Friend's home Parties Parks Bars/Tavern
7.	If you prefer not to drink, do you feel pressured by your friends to drink?	Yes No
8.	If you do drink, do you feel pressured by your friends to drink more than you can handle?	Yes No
9.	If you have not drunk before, have you ever been given the opportunity to drink?	Yes No
10.	Are you aware of the harmful affects of alcohol?	Yes No
11.	If you felt you had a problem with drinking, would you know where to go for information/or help?	Yes No
12.	If you are a regular drinker, under 18, have you been caught by your parents, school officials or police?	Yes No
13.	What do you drink?	Wine Liquor Beer
14.	Why do you drink?	My friends drink I'm bored It's fun It takes me away from what's happening

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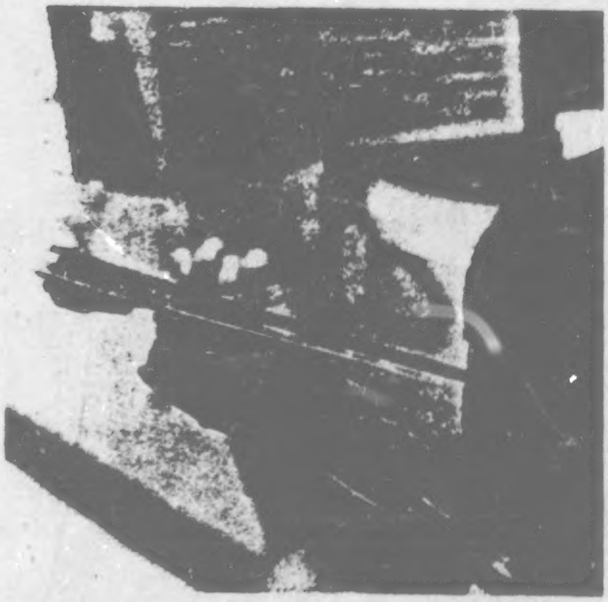
Fine arts , take a bow



"Youth Art Month"

see story pages 6 and 7

Inside:

Play preview -page 2
Meet Utica Hill People -page 10
Sports spring into action -page 11

Center Planning and Policy Committee

Richard A. Rossmiller
Center Director

Dale D. Johnson
Area Chairperson
Studies in Language:
Reading and Communication

Marvin J. Fruth
Area Chairperson
Studies in Implementation
of Individualized Schooling

Penelope L. Peterson
Area Chairperson
Studies of Instructional Programming
for the Individual Student

James M. Lipham
Area Chairperson
Studies of Administration and
Organization for Instruction

Thomas A. Romberg
Area Chairperson
Studies in Mathematics and Evaluation
of Practices in Individualized Schooling

Associated Faculty

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Professor
Psychology

B. Dean Bowles
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Thomas P. Carpenter
Associate Professor
Curriculum and Instruction

W. Patrick Dickson
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Child and Family Studies

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James M. Lipham
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Thomas S. Popkewitz
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Assistant Professor
Curriculum and Instruction

W. Charles Read
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Thomas A. Romberg
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Richard A. Rossmiller
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Peter A. Schreiber
Associate Professor
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B. Robert Tabachnick
Professor
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Gary G. Wehlage
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Louise Cherry Wilkinson
Associate Professor
Educational Psychology

Steven R. Yussen
Professor
Educational Psychology

11/79